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ABSTRACT

This report provides a qualitative evaluation of Colorado's 56 Learn and Serve programs. It contains descriptions of 39 K-12 school-based programs and 17 community-based programs funded during the 1997-98 grant cycle. The profiles were written by the program directors, and each profile provides an overview of the program and includes general information about the community and the community members participating in the program. Details are also offered on the service-learning projects and the young people participating; the goals, assessments, and accomplishments of the projects and participants; and the challenges of implementing service-learning programs. A final component of each report offers some reflections about the program and discusses issues that require further attention. The profiles show how the programs have developed over time and indicate whether a program is new or has been funded for years. The report is divided into five sections and includes information on 4 elementary-school programs, 14 middle- and junior-high school programs, 8 high-school programs, 3 K-12 schoolwide programs, and 15 community-based programs. The descriptions include contact information, amount of funding, number of participants, number of volunteers, participant hours, and volunteer hours. An appendix presents the program-narrative guidelines. (RJM)

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ED 429 337

Colorado Learn and Serve

School-Based & Community-Based Program Profiles 1997-98

Jennifer A. Vadeboncoeur, Ph.D.
Kathryn Blash Cumbo, Ph.D.
Editors

October 1998

"Our schools, colleges, universities, and community organizations play a key role in fostering America's civic values by helping to weave a seamless web between schools and communities."

Partnering Initiative on Education and Civil Society. (1998). *Declaration on Education and Civil Society.* Washington, D.C.: Author.

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Colorado Learn and Serve: Program Profiles, 1997-98

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Introduction

Colorado's Learn and Serve Program Profiles

In 1997-98, Colorado Learn and Serve funded a total of fifty-six K-12 school and community-based programs. This document is one of two documents produced for the evaluation of the programs. The first document is a quantitative evaluation of the participants and programs entitled, *Colorado Learn and Serve K-12 School and Community-Based Program Evaluation, 1997-98*. Qualitative information gathered from the evaluation is represented in this document.

This document contains descriptions of the thirty-nine K-12 school-based programs and the seventeen community-based programs funded during the 1997-98 grant cycle. The profiles were written by the Program Directors following a format outlined in the Program Narrative Guidelines (See Appendix A). Each profile provides an overview of the program including: general information about the community and the community members participating; descriptions of the service learning projects and the young people participating; the goals, assessments, and accomplishments of the projects and participants; information about the challenges of implementing service learning programs; and a final reflection on the year.

As you read the program profiles included in this volume, note the ways in which the programs have changed and developed over time. Some of the programs are new and others have been funded for several years. Familiarize yourself with the developmental trends that take place over time as you read these profiles, the small struggles and the sweet victories.

Partnering Initiative on Education and Civil Society. (1998). *Declaration on Education and Civil Society*. Washington, D. C.: Author.

National Service Learning Cooperative. (1998). *Essential Elements of Service Learning*. Washington, D.C.: National Youth Leadership Council.

Colorado Learn and Serve

Elementary School Programs

Clifton Elementary School

"Service Learning Program"
Clifton Elementary School
3276 F Rd.
Clifton, CO 81520
(970) 434-7112
Fax: (970) 434-9725
Contact: Judith R. Herr, School Counselor

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	250	58	934	115

PROGRAM DESCRIPTION

Clifton Elementary School is a four-round Title 1 school serving students from low income families who have been identified as "high risk." We have had a high turnover rate for many years and our student achievement scores place us last of the District's 20 schools. The Sheriff's Department considers the area a top priority for resources due to the high crime and vandalism rates. Clifton Elementary houses a number of special education programs serving approximately 100 students with severe and profound delay students, and children needing "high risk" preschool, readiness, and resource services. Another 100 students participate in the Extended Enrichment Education Program (EEE). Approximately 15 students have been enrolled in Clifton's "Alternative to Suspension" Program due to behavior difficulties. Ten of these students were in the group of 250 service learning students.

The Service Learning Program was designed for school-wide participation and structured according to teams. A Leadership Team of 13 fifth grade students was formed as an EEE class to research community needs, develop alternatives to address these needs and determine the parameters of our service learning program. They selected the project with the help of the staff and the entire 5th grade who served as the Project Development Team. After the project was defined and specific tasks identified, the Leadership Team turned the project over to school-wide Action Teams. Classroom teachers volunteered for assignments, and met for an orientation on planning, community resources, timelines, evaluation procedures, and a review of service learning principles. A twelve member Advisory Board comprised of school personnel, a parent, and community members was formed to provide support, and they met together for 4 meetings from December to April. The Leadership Team also attended.

The project chosen by the fifth grade and staff under the Leadership Team's guidance was the development of a park on the grounds of the school to serve people of all ages in the Clifton community. Service learning participants included students in classrooms from first through fifth grade. Nine teachers adopted one or more tasks and one small team of four was led by our two parent liaisons.

The Clifton community is a non-incorporated area east of Grand Junction and is comprised of older rural homes and high density, low income housing units. There is no public transportation to city resources, no family services, few recreational programs, and no public parks. The State Department of Local Affairs reports that three attempts to develop a park in the Clifton area have failed since the County Government was not willing to provide maintenance. Residents complain of the lack of activities, safe places

for children to play, and general safety concerns.

There were no major changes in program design during the year, however, several adjustments were made. First, the Leadership Team was originally designed for 24-35 students. However, since it was run as a voluntary EEE class, which required that students make up missed work from regular class, some students may have been reluctant to apply. Also, some did not feel interested in the development phase of a service learning project and perhaps did not fully understand what service learning was, since this was our first experience. Only 14 students applied and 13 were admitted. One resource student's parent did not want him to miss regular classroom activity. Second, due to difficulties in scheduling students from the 4 fifth grade classes, the team had to meet in two groups. Though this solution seemed problematic at first, it did not in fact cause difficulty. Next, in January when the Action Teams began their work, only 9 out of 26 teachers volunteered to participate, leaving a lot of work for a few people, given the scope of the project selected. And finally, since many of the teachers who volunteered were the younger, newer staff members, they felt overwhelmed by their own work as the year went on, and had little experience working on team involved, community interaction efforts. They needed more direction and involvement from the project coordinator to meet deadlines, involve community members, and find ways to integrate the project into academic work than was anticipated.

PROGRAM GOALS

The project's goals were the following:

1) To increase students' academic knowledge and skills through their application to real community problems. The activities involved addressed state content standards.
2) To build students' positive relationships with a variety of adults of different backgrounds and occupations.
3) To develop students' social skills of teamwork, communication, and group problem solving.
4) To increase students' personal growth in leadership and self-confidence.
5) To expand students' understanding of responsible citizenship and increase the sense of empowerment though working with others toward a mutual goal.

For those students whose classrooms participated in the program, there was a sense of excitement and commitment to the Action Team projects. Each team engaged with at least one community collaborator and addressed at least one content standard.

All worked in teams, either small group or whole class, and the project coordinator frequently consulted the whole class in making plans or decisions. Approximately 250 students volunteered for special individual assignments in which they participated in a phone interview of a community person, were interviewed themselves, wrote an article, typed a letter, made a small speech, or presented an aspect of their project to a group. Community visitors represented over 15 different occupations which they discussed with the students.

Regardless of the task, students were eager to participate, took their jobs seriously, and were motivated to do well. One student who was not satisfied with his practice of a P.A. announcement about his project said, "I want to practice more, to do it perfectly!" His teacher observed that his behavior and motivation were noticeably better during the months when he was more involved with his Action Team's work. Students frequently made comments throughout their work, with a measure of surprise, about how nice community people were to them. They shook hands, used manners, and were generally pleased to have community adults interact with them. Letter writing was a skill taught to the fifth graders early in the year, but had not been anchored until they

had written 34 of them to send out to the community agencies and businesses. They were dismayed, but responsive, when they had to redo letters to correct mistakes. When the Leadership Team considered the cost of the park elements, they initially became discouraged and were ready to discard the project. However, when reminded that they had dealt with "obstacles" in their "training" at Colorado Challenge, they brightened and realized that they could "make a plan!" to work together to overcome their money obstacle. They reciprocated by encouraging the adults later on.

PROJECTS

The Leadership Team's challenge was a community needs assessment and the project selection and design, from September through December. The fifth grade was originally seen as the Project Development Team, and, as the decision making body, participated in the teamwork and leadership training at a day long challenge course in October. Nine Action Teams, representing all grade levels from first through fifth, began working in January: Park Design, Fund Raising, Publicity, Benches, Field-Marking, Fitness Trail, Landscaping, Bike / Rollerblade Path, and Open Gym. A tenth team was added in April due to the concern of students regarding possible vandalism; it was named the Community Pride Team. Teams discovered that they often needed help from one another. The first grade needed some of the fifth graders to help them make a funding presentation to the County Commissioners and to work on the fund raising letters. The Bike/Rollerblade Team had to work with the design committee to work out a new route. Three classes cooperated as the Field-Marking Team since it was such a popular park element. No class elected the Open Gym so a small group of four 5th graders worked out this project under our two parent liaisons. Most teams had multiple tasks and assignments within their main project.

Phase I will be completed by the end of the school year. The Design Team's blueprint was completed and approved by two landscape architects and the School District's Maintenance staff. They learned about measurements and drawing elements to scale. The Bench Team decided on three park benches, one for the primary playground so parents could feel welcome to come to visit the park with their small children; one stationed near the parking lot for waiting students or for spectators at the adjacent soccer field; and the third overlooking a focal point of the school and next to the picnic shelter, most likely the choice bench for older visitors. They researched in catalogues, did a cost analysis, and evaluated styles and materials. They also consulted with a park planner to learn criteria of bench placement according to the needs of park visitors of various age groups. They helped District Maintenance assemble the benches. The Fund Raising Team helped to raise approximately $4500 through letters, presentations, and foundation applications. They learned public speaking skills from our Artist-in-Residence, Lynn Aliya, and wrote and illustrated a book for the County Commissioners about the park project. The fifth grade assistants applied business letter writing skills, phone interviewing skills, and public speaking skills for announcements and presentations to service groups and the County Commissioners.

The Publicity Team was interviewed by TV and the newspaper, wrote articles for the school newsletter and the community newspaper, and gave information to a Advisory Board member who developed a radio advertisement. They learned about the requirements of different forms of media, and spent weeks writing and editing the large newspaper article. The Open Gym Team reserved the gym for 6 evenings for family use and invited the Sheriff's Deputies to come one evening, the Fire Dept. Staff the second week, and accepted the offer of a Grand Junction High's service learning student to help supervise the following four Open Gym nights. Students have played basketball, floor hockey, and various other gym activities, guided by our PE teacher and his student teacher from Mesa State College. They were paid through a Safe and Drug-Free Schools grant. This team worked on writing and editing their invitation letters to the Sheriff's

Deputies and Fire Dept. Staff to attend, and made posters to advertise to the students. They also made announcements over the loudspeakers to encourage attendance and worked out arrangement details with the principal and PE teacher.

The Landscaping Team planted flowers in planters in the Outdoor Classroom/Picnic Center, built with Lottery Funds over the past two years. A grounds problem has delayed the planting of a berm of natural grasses and some butterfly bushes near the front of the school. The team studied flowers in their science curriculum and consulted with a knowledgeable teacher's aide about choice of plants and plant care. They used artwork and writing skills to make a thank you banner for the greenhouse which donated the flowers.

The Field-Marking Team recommended the purchase of equipment which arrived in time for three markings of the soccer, baseball and football fields. It's hard to keep up with the grass watering which washes the paint away. This team worked with the maintenance staff to learn the measurements of different fields and how to square corners to make a right angle. They marked the yards on the football field.

The Bike/Rollerblade Team marked sprinkler heads using a map, measured the length of the bike path, and figured the amount and cost of concrete necessary. They talked with concrete companies about the process of combining parent volunteer labor and concrete donations with fund raising efforts. The Grand Junction Lion's Club has donated enough money for us to begin discussions and has invited us to reapply for help in the fall. This team is sponsoring a car wash to help raise more money for their project, with help from the Sheriff's Deputies.

The Fitness Team became discouraged with the price of commercial units. Their parent volunteer didn't connect with them, and they eventually discovered that existing playground equipment covered many fitness activities. They will design a sign to illustrate how to use the existing equipment as a fitness course. The tires they planned to add to the playground were discouraged by the principal and, the District's insurance director due to concern about spiders.

The Community Pride Team heard the concerns of the Sheriff's Deputies and the school custodians and planned a poster and neighborhood education program to encourage care of the park and prompt reporting of vandals to the Sheriff's Office. They will learn about community needs for safety and apply their social learning with writing, art, and speaking skills as they complete their community education program.

ASSESSMENT

Service outcomes were assessed by a rubric submitted to our Advisory Board. These outcomes were community improvement, use of resources and community funding organizations, degree of community involvement, and social and personal development in the students. The evaluations required by Colorado Learn and Serve were completed by four classrooms to compare with an attitude pre-test administered by the Program Director to the same four classes. The parent evaluation form was submitted to parents of students in two fifth grade classrooms and several selected students who were very involved. All teachers participating in the program received evaluations to complete.

To assess learning outcomes, two teachers who were knowledgeable and supportive of the project, but not directly involved with activities as classroom teachers, evaluated the project or another rubric to assess participation, quality of the service, level of student investment, teacher involvement, personal and social development of the students, parent involvement, and school/community benefits.

Teachers reported addressing three of the major Reading and Writing Standards, three of the Civics Standards, two Geography Standards, four Math Standards, and one Science Standard.

Primary methods used by the Program Director and Action Team Leaders to assess student service learning were: a community survey returned by 200 respondents;

journals; exhibits; reflection activities; classroom, staff, Advisory Board, and community presentations; video recordings; a newspaper article printed in a local paper; newsletter articles; photos; essays; a blueprint; announcements; art posters; fliers to parents and to community members; letters; phone interviews; a script for a skit and major presentation to County Commissioners; a drama production; a performed song about the park; slides; class discussions; and a community picnic celebration (250) planned by the Leadership Team. A total of $7,377.95 was raised by the Project Director and the students for the service learning project. $1,666 was also raised for student education. Unspent funds will be carried over for funding park projects in Phase II for next year.

Perhaps the most important visual assessment to everyone is the growing park atmosphere on the grounds of the school where children and adults are enjoying the field markings, the flowers, the opportunity to use the gym on Tuesday evenings, and the conversational and restful benefits of the three park benches. Over the summer we expect to have the extra trash cans delivered and the landscape berm constructed with natural grasses and shrubs planted by the students attending our summer program. A donated art piece from a local sculptor – a large elk statue made from railroad spikes – just arrived in May and will remain "in the park" until September.

CHALLENGES

The challenges for this project included a combination of: 1) the size and scope of the project; 2) the late date to begin since the Leadership Team did not identify the project until December; 3) the lack of funding to begin; and 4) the inexperience of the staff in this type of learning methodology. Basically I worked through these difficulties by working longer hours – before and after school, evenings and weekends. I wrote notes to staff since meetings were poorly attended due to duty schedules and other meetings; I met with the most active teams individually on a weekly basis; and I did many things with and sometimes for them due to deadline issues and time constraints. I did very few things without one or more students working with me, but we did a great deal of calling and researching in my office to set up classroom team activities, write funding letters, or plan presentations. If classroom time could not get a certain task accomplished and I was overwhelmed, we sometimes found another staff person to work with a small task force of students. Certain deadlines drove us hard to insure that the least expensive projects could be achieved before the fifth grade team moved on to middle school. The Safe and Drug-Free Schools grant came in February, just in time so we could take 5 students and 3 staff members to the Colorado Service Learning Conference in Denver. Other fund raising efforts did not bear fruit until mid April. When we marked the fields, opened our gym for our first evening on April 14, and ordered our benches April 23, the interest of the adults became more evident. I think the students always believed.

Though administrative support was present to allow the project, certain other issues dominated the principals' agenda. Consequently there was only a one hour staff presentation by Judy Jepson on service learning early in the year and no other time for further professional development. I made a Bulletin Board on all educational aspects for viewing, with both a projected and real timeline, examples of meeting standards through service learning activities, and general project information. I made a teacher packet with goals, principles of service learning, target dates, support information, assessment and reflection examples, and particular ideas for each team. This whole concept was new to many who were not used to engaging with the business and human service community. It was, however, quite stimulating to me since my training was in social work, and I enjoyed it immensely. My belief in this program and the children's utter delight kept me going when teachers seemed frustrated, preoccupied, and overwhelmed by their own pressures and state and district testing assessments.

Finally, the community crime and vandalism challenge became a reality when our

flowers, planted by the second grade on May 1 in the picnic shelter planters, were dug out and thrown on the ground that same night. A staff person who visited on Saturday replanted them and most survived. This event spurred our new Community Pride Team to action and the Sheriff's Deputies and our custodians helped them develop a community education plan for the school and the neighborhood which is continuing until the last day of school with neighborhood fliers distributed door to door. This team will carry over to next year and its functions may be shared by a new Pride Patrol which will be an ongoing functional team under the assistant principal.

REFLECTION

Close to $5,000 will be available to continue projects next year. With time available, there are other untapped resources which we have discovered to help us fund the next phases of our program. Possible sources of help next year are Lottery Funds through the County, Public Service and El Pomar grants, local foundations and other businesses, the Lion's Club, and other renewable grants. We received publicity on the radio, from newspapers, and on the three major TV stations, so that many people are aware of our program and supportive of our efforts.

Though we have demonstrated the support of the community and the students, most teachers are still somewhat reluctant to embrace the approach or commit too fully to service learning. Teachers have commented, however, on improved behavior of some students during times of high service learning involvement, and that our school-wide service learning project was helpful in bringing a large staff together as a team working toward a common goal. Since our students selected such a monumental project as our first one, I am giving teachers examples of smaller, more manageable projects that I have heard about which I think they would enjoy doing sometime as an individual class. If we are able to continue our park project into Phase II, I am hoping that we may be able to work at a slower pace. We will have the entire year to work since our project is identified, and we will begin with $5,000 and plans and community resources already identified.

Another issue which must be addressed is the money available for directing and coordinating the program. Principals must be willing to give teachers release time or hire counselors full time to be able to sustain the service learning program without outside help. The amount of our Title I funding is uncertain and counseling needs are high. Community funders may contribute to construction projects, but rarely seek to provide salary support which is our critical issue. I am not certain we can yet achieve this commitment at our high needs schools where money is stretched so far already.

Therefore, sustainability factors include commitment from administration and staff, salary support for Project Directors, and community interest and support of service learning projects.

In conclusion, the students have made significant gains in the original goals. There are many areas in which we could have done a better job. Greater infusion of the service learning activities could have occurred in classroom academic assignments; more community involvement in researching solutions and engaging greater participation could have been done; and increased ownership of the project by teachers would have improved the program significantly. However, considering that I was unable to arrange time to more thoroughly inservice staff in service learning principles, and the fact that many teachers (especially those teaching in traditional ways), still look at programs like these as "add-on" activities, I think that we began an important "demonstration project" for future ventures into service learning.

King-Murphy Elementary School

"Clear Creek History Project"
King-Murphy Elementary School
425 Circle K Ranch Rd.
Evergreen, CO 80439
(303) 670-0005 X104
Fax: (303) 980-6226
Contact: Carol O'Brien

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	34	15	88	350

PROGRAM DESCRIPTION

King-Murphy Elementary School is one of three elementary schools in Clear Creek School District. It serves approximately 200 students, K-12. Our project was aimed at developing a local curriculum to be used as part of the Colorado History curriculum in all three elementary schools. Participants in the project ranged from students in grades 5 and 6 to retired adults and school volunteers who "chipped in" to compile the rich history of Clear Creek County.

Students interviewed old timers about their families in our county. They also took pre-tests from the curriculum to help me determine their knowledge base regarding Clear Creek history. Three students participated in the Learn and Serve "Sharing Day" in the spring. Adult volunteers photographed, copied tapes for distribution and researched information. They served as interviewers/hosts for the video interviews. Ron Ruhoff, local photographer donated three of his video tapes: *History of Clear Creek County; The Mount Evans Byway;* and *Evergreen, Our Mountain Home.* Students from Metropolitan State College donated their time and talents to develop an introductory video tape for the curriculum.

The program was developed for our very diverse county. The major communities are Evergreen, Idaho Springs and Georgetown. Each area has its own flavor and character but they all have one common need – to learn about the other communities in the county.

PROGRAM GOALS

The program had two goals.

1. To research and write a curriculum for the schools which would detail the rich history of Clear Creek County.
2. To incorporate enriching activities in our program, such as: field trips, students as teachers and lecturers, and, an integrated school, museum and "history guides" format.

PROJECT

- Clear Creek History Project: It was very interesting to observe students participating in discussions and interviews. They have a real sense of ownership about where they live and very little knowledge of areas thirty miles away.

  Our project included several steps. We had to:

  - research and compile historic information;
  - write curriculum following format of Aurora Public Schools;
  - film historic sites;
  - video tape interviews of people who have a share of Clear Creek history;
  - create a "history kit" which contains curriculum and supplemental print and hands on materials to be distributed to three elementary schools;
  - involve parents and students as patrons of curriculum development; and
  - involve students to investigate their role in our country's past and future.

ASSESSMENT

The formal assessment was targeted for learning outcomes in the pre-test and essay format. In addition, the curriculum was completed and has the following components: a written curriculum; video taped interviews of "old timers"; video tapes of "Clear Creek History"; and books directly related to Clear Creek history. It will be available in kit form to schools by August 1998. Our second goal was not met.

CHALLENGES

Time was the greatest enemy. The curriculum was completed through great effort and dedication. It would have been easier if money from Colorado Learn and Serve had arrived in September rather than December. This would have allowed more time for projects.

REFLECTION

Through the completion of the curriculum and the development of history kits the whole package is ready to use as a supplement to the fourth grade Colorado History curriculum, as well as American History Social Studies for grades 5 and 6 in our school district. It appears to be sustainable as it is. During the 1998-99 school year there will be a pilot project in which teachers, through use, will determine its quality, usability and sustainability. The use of the program will help target future needs to achieve sustainability.

Olathe Elementary School

"Over the Hill Project"
Olathe Elementary School
P. O. Box 505
211 N. Roberts
Olathe, CO 81425
(970) 323-5552
Fax: (970) 323-6339
Contact: Karen Northrup

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	520	451	6,000	5,500

PROGRAM DESCRIPTION

Olathe Elementary is a rural school in Olathe on the western slope of Colorado. We have 520 students with a high transition rate. Thirty-three percent of our students are Hispanic, 20% of our students speak little English, and 13% of our students are educationally handicapped. Our program is community-wide with approximately 30 students staying after school to provide leadership roles, make presentations, and contact community members. Participants were mainly staff members, students, parents and community members. We performed small service learning activities, but our main focus was turning a vacant, junky area beside the school into a nice community and educational area. We are a tight-knit rural community with much diversity.

The program changed over the course of this year in several ways. First of all, progress on the area has been made. And community awareness is high and participation is great. The program became primarily an after school project. In addition, our leadership changed. The changes were wrought by need. It was difficult for teachers to find time during the day. The person who filled the role of director last year was on general leave. The person who was going to be interim director decided that she wouldn't mind working on the project, but wasn't interested in running it. Mikki Keller and I were not willing to see this project dropped, so we took on the role.

PROGRAM GOALS

We had five program goals.

1) To make progress on the project.
2) To form community collaborations.
3) To educate others about service learning.
4) To strive to meet state standards.
5) To integrate the project into classroom curricula.

PROJECTS

Over the Hill Project: We made progress on our project and forged some unexpected community contacts and collaboration. Our service learning education took place by example and by holding public meetings. We made presentations to the Town

Council and Montrose County Board of Education. Students advanced in math, science, writing and public speaking. The science and math, especially, were integrated into classroom studies.

Classes visited nursing homes to play games and read to senior citizens. They also brought Thanksgiving, Christmas and May treats or presents to the senior citizens. Students worked to plan field trips, get community involvement in our "Over the Hill" project and made presentations, as well as shoveling dirt and gravel, choosing trees and studying and raising praying mantises and butterflies.

ASSESSMENT

Our service outcomes included the success of the project, and our progress toward the eventual goal of making a community area. Our learning outcomes were assessed in math skills used in figuring road base and cement, science skills in raising butterflies, praying mantises and red wiggler worms for recycling, soil sampling, wildlife conservation and biology. We used service learning journals, portfolios, exhibits, structured reflection and one exam. The exam was limited to the students finding and reading about plants that were recommended for the area. They did this through research at our school library and then a field trip to a nursery.

CHALLENGES

The major hurdle continues to be time. The use of service learning takes time for a director to integrate. We partially overcame this hurdle by having after school clubs for service learning. In our last session club, we had 25 students enroll to help.

REFLECTION

The partnerships for our service learning project are established. The sustainability will be a matter of someone taking hold of directorship and making it a priority to complete the project. The students, parents and community members are willing to continue with the project. Money has not been a problem. I will be moving to the high school next year and will not be involved in this project directly. I would say that paying a director would probably be the single most important thing that could be done to enhance our program's sustainability.

Again I wanted to have accomplished more when we were finished with the school year. We will be continuing to work through the summer to get the sprinkler system installed and grass planted. The soil took more amendment than we first thought necessary as we discovered the area had once been river bed. Researching the history of the land was very rewarding and taught us about the history and heritage of our town. This has been one of the more worthwhile projects into which I have poured my energies and I am pleased to see the work come to fruition. The students were energetic and proud of themselves as they accomplished projects.

Thank you for this opportunity.

Woodmen-Roberts Elementary School

"The K.C. Literacy Launch: Promoting Literacy in the Pikes Peak Region"
"The F.C. Homeless Helpers"
Woodmen-Roberts Elementary
8365 Orchard Path Rd.
Colorado Springs, CO 80919
(719) 598-1715
Fax: (719) 598-1714
Contact: Carolyn Fairchild, Adult Facilitator

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$3,500	59	61	2,000	712+

PROGRAM DESCRIPTION

The K.C. Literacy Launch is a single class service learning outreach from within Woodmen-Roberts Elementary in District 20. All students enrolled in one particular section of fourth grade language arts were members of this organization. Generally, these members are from higher middle class to lower upper class families in the suburban northwest part of Colorado Springs. Most are from educated homes with professional parents. Many mothers are afforded the luxury of being full-time moms, willingly volunteering in and financially supporting the activities of their child's school. Their northwest setting provides them with security, acting as a "buffer zone" from the real world. Their involvement in The K.C. Literacy Launch allows them to build doorways and windows in this zone. To reach beyond. To touch the lives of other learners not as fortunate as them. To give of themselves To experience. To feel. To grow To be forever touched in return.

Students reaching out to students is the main thrust of this service learning opportunity. Since the participants, members of The K.C. Literacy Launch, are typically fourth graders, their outreach tends to focus upon learners in other elementary schools. Upon researching other areas of the city, they target areas that tend to have the majority of their students from lower income families. A vast percentage of these students qualify for free lunches, are highly transient, and have limited access to printed materials in their homes.

The K.C. Literacy Launch attempts to provide literary support for these students, both financially and emotionally. After visiting with both the principal and the staff, a personalized plan is implemented in that school. Numerous books are purchased and awarded to students in return for reading obligations. Weekly on-site visits are also put into place, providing one-on-one or small group reading and writing sessions. The K.C. Literacy Launch members are highly involved in the selection of activities, the making of materials and the monitoring of student growth and attitude. Friendships are made. Hugs are exchanged.

While The F.C. Homeless Helpers was "officially" established this year, many of the things that we did have been directed by the K.C. group in the past. The 30 students were part of this outreach were from a fifth grade language arts group that I had for one-half of the day. They are from the same type of environment as described above since both outreach groups originate from the same elementary school.

Our purpose is to reach out and help those in need of basic necessities. We

worked closely with other community nonprofit organizations this year: Care and Share, Red Cross Shelter and the Marion House Soup Kitchen. Small committees visited each of these organizations and conducted interviews. Other surveys were conducted (or super attempts were made) with local restaurants, grocery stores and police departments. Students were trying to find out what types of policies existed for expired food, etc. After gathering this data, we then worked to provide lots of needed items to these above mentioned organizations.

PROGRAM GOALS

The overall goal of The K.C. Literacy Launch is two-fold. As an organization, the priority is to promote literacy in the Pikes Peak Region. As a membership, my priority is for each student to become involved in the community, learning the importance of giving through an integrated, meaningful avenue. This meaningful avenue must be paved with the membership (students). Thus, our specific yearly objectives change as we map our course, pave our road and put up our road signs.

The overall goal of The F.C. Homeless Helpers is also two-fold. Our projected goal is to serve our community, reaching out to others and trying to help lessen the problem of homelessness and hunger in our community. The other aspect of this is as mentioned above, to involve each learner in our community and in him or herself via a meaningful and real-life learning experience.

PROJECTS

- The K.C. Literacy Launch: This year we worked with Helen Hunt Elementary, another elementary school within the inner-city area in Colorado Springs. We provided reading and writing incentives for the entire K-5 school population, but worked directly with the kindergarten and first graders in this school. For a 12 week period we made weekly morning visits to the school. Our schedule allowed us to work in two of the first grade rooms for our first 45 minutes before moving to the remaining two first grade rooms for an additional 45 minutes. We ended our morning by spending 30 minutes with our kindergarten buddies.
  During each visit students read together, spent time writing and then had a short "teaching" time. During this time the K.C. members worked on ABC's, sight words, word families and direction following. Our teaching themes varied as well. Since we had a trip to the zoo planned with our first grade buddies, we created teaching packets that allowed us to work and teach about zoo animals while also working on basic reading and writing skills. We didn't use these with our kindergarten buddies, but found other fun ways to excite them, such as modeling compound, play dough, and game boards.

- The F.C. Homeless Helpers: We began our mission through research and inquiry. After experiencing the problem of homelessness through both fiction and nonfiction literature, the students brain stormed various community inquiry committee topics. We broke ourselves up into nine small inquiry committees. These small groups ranged from restaurants to grocery stores to shelters to cost of housing. Each committee set about figuring out how to learn more about the problem of homelessness via their specific topic. Many created interview questions and conducted on-site visits. Others created surveys and mailed them out or completed them via telephone.
  After gathering our information we decided upon two categories: Band-Aid help and "really making a difference" ideas. We knew that giving things would help, but it wouldn't be a long lasting solution. Many fifth grade interruptions got in our way and time slipped away from us. Thus, we never did get time to complete anything

on our greater impact list. Instead, we ended up conducting a drive and providing thousands of pounds of supplies to Care and Share, Marion House Soup Kitchen and Red Cross Shelter. Students went to local stores asking for donations, submitted an article in an area paper asking for help, held a contest within their school and spent money they had earned from our F.C. Homeless Helpers checking account.

ASSESSMENT

Assessment was constant and informal. Large group meetings allowed us to continually reflect, either continuing along the same path or changing course based upon our observations, opinions and feedback. Weekly personal reflections provided each of us a quiet time to think about our accomplishments, feelings and opinions for change and/or continuation.

ACCOMPLISHMENTS

There are many accomplishments that one can count, and many that one cannot count. The list of "countable" accomplishments would include the vast amount of books that were earned and distributed, the vast amount of food and personal supplies that were gathered and delivered, the number of hours spent with students in the classrooms, the sets of books that were put on tape, the various learning that took place in order for students to inventory, plotting routes for traveling, figuring miles, and estimating costs for traveling. In addition, our program received the Dovia's Kaleidoscope Student Program Award for Colorado Springs in 1998.

Then, there are those "not able to count" accomplishments. The ones that are listed within the hearts and minds of all of the participants. Accomplishments that can't ever be completely captured, only suggested. As our year ended, and these K.C. and F.C. members reflected before walking out the door to different experiences, they were asked to respond to a survey regarding their thoughts and feelings about being either a K.C. member or a F.C. member. Among such responses were the following.

- *The best part about being a F.C. member is that I got to make a difference.*
- *I would recommend serving to others because it feels really great and it is just a great thing to be doing so young.*
- *I learned more about homeless and hungry people and about all of their needs.*
- *Any small difference can add up to a big difference.*
- *If we all do a little part, we may eventually make the world a better place.*
- *I learned that it doesn't matter what people look like on the outside, if they live on the streets they can still be really nice.*
- *It feels so good inside to give a piece of you to them. It lifts up others and you feel so good inside.*
- *It's so nice to know that even you, a small child, can help.*
- *I learned that lots of people don't want to have to help out. They think that someone else will do it. They think these problems will leave on their own. I learned that you can't pass up problems like these.*

CHALLENGES

The vast scope of this project brought with it many different challenges. Many of those were due to the nature of integrating within the curriculum, while others were due to the age of the students involved. Generally, we faced the following obstacles.

Service learning vs. "typical school curriculum": While the parents of K.C. members were very receptive (at least outside of their home), there were many others in

and around the school environment left questioning our purpose. Comments such as "You are gone every Tuesday for the next three months? How are you going to get the required stuff done?" rang loud and clear. Many just don't understand. Ideas of school and learning are so ingrained, that a shift in this long standing paradigm isn't going to be easy. Strong solid programs that push this envelope, coupled with sharing are the only answer.

Limited time vs. "loads of needed time": Since all K.C. members are also members of one particular classroom, integrated time is more readily assessable – but a school setting does bring with it some other requirements as well. The K.C. Literacy Launch's vast scope of time does make this somewhat difficult. We phase in and out of busy times, spending a week of "wallowing" while not spending much time the week before. A fact that we live with, but still a challenge just the same.

Community support for literacy: We have decided that if we were saving animals from death, or striving towards another environmental issue of sort, we would have probably received accolades from the media in our area. This coverage then brings with it more willingness for financial support. But we aren't promoting environment, we are promoting literacy. We have made a few attempts to gain some coverage (for hopes of more financial support and not for notoriety), but have come up empty handed each and every time. While this is a challenge, it has also continued to demonstrate the need and the importance of literacy throughout the K.C. membership.

Fourth and fifth grade limitations: The ages of the membership participants creates challenges as well. Since they are so foundationally involved – making phone calls, gathering information, paying bills, and placing orders, etc. – many have difficulty accepting their word as knowledgeable or significant. Whole membership meeting discussions have proved quite interesting after a member has been hung up on when making a phone call or been intimidated when writing out a check at a busy store. Experiences and challenges that allow for powerful discussion. Reasons why. What can be done? How we can begin to elicit change?

REFLECTION

Paradigms need to change. Real-life integration needs to become a focus. Obstacles will lie ahead, but bridges will be left behind. It is worth it all! The power lies in the students. The more they are involved, the more they are shaping their future. Involve them from the very beginning. Allow them to work hard, to become involved, to care. Find something that matters and dig in!

Colorado Learn Serve

Middle & Junior High School Programs

Adams City Middle School

"Service Learning Teams"
Adams City Middle School
4451 E. 72nd Ave.
Commerce City, CO 80022
(303) 853-5440
Fax: (303) 288-8574
Contacts: Dan Vallez and Sue Kunert

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$7,000	80	100	350	852

Information on this program for the 1997-98 grant cycle was not available. The following is the program profile from 1996-97.

PROGRAM DESCRIPTION

Adams City Middle School is located in Commerce City, a "pocket of poverty" within Adams County and the Denver metro area. The area's adult and teen unemployment rates have been the highest in the five metro counties for the past six years. Families with children in Adams City Middle School report a median income of $13,000. Over 48% of the Adams County School District's families live below the poverty level, compared to 16.2% statewide.

Adams City Middle School has a total of 687 students in grades six through eight. The school's population is 49% European American, 36% Hispanic, 3% Black, and 12% of our students are from other backgrounds.

Adams City Middle School is now organized into "clusters" or interdisciplinary teams of four teachers. Two interdisciplinary teams at each grade level teach a "Core of Common Knowledge." Each cluster keeps its students for three years. There are approximately 100 to 125 students per cluster so that each teacher in a team closely works with a limited number of students. This allows each team to create "small families" where students can develop close, trusting relationships with their peers and can grow personally and intellectually. By getting to know each student on a personal level, each team can design more personalized classes and objectives to meet the needs of individual students. The team concept has allowed teachers to spend more time communicating directly with parents about student needs during their 90 minute common planning periods.

GOALS

The goals of our program were the following.

1. To provide better health care to the students and citizens of our communities.
2. To involve students in interdisciplinary units that teach the concept of "Giving instead of Getting." Students study poverty and homelessness, as well as affective themes such as civic responsibility, unselfishness, and leadership.
3. To involve students in identifying the needs of their community, to develop a plan of action, and to implement their plan.

PROJECTS AND ACCOMPLISHMENTS

- Community Health Lab: This project is still in progress at the developmental stages and is a partnership in conjunction with the Carnegie Middle Level, School-to-Career, and Healthy Communities initiatives. The physical set up for the nine stations was completed in May of 1996. We are in the process of planning the last component of the Health Lab "Mentoring" in conjunction with the School-to-Career initiative.
  Accomplishments: The majority of the curriculum has been completed and is ready for implementation. All units are in place and will be used in Health classes as part of regular instruction. This station will involve service learning and collaborative community service. A community agency will be identified by the students as an interest area. They will have an opportunity to experience a day or two at the agency and experience hands-on site education reflecting at the lab. For example, a student could visit the Bonfils Blood Bank and learn about blood transfusion and HIV. We plan to use the lab in the evenings in order to permit students to work with parents on health issues.

- Santa's Workshop: Students offered their services to Santa's Workshop, a nonprofit organization that collects and distributes used toys to needy families.
  Accomplishments: Overall, we were extremely pleased with the success of this service learning project. Students gained a clear understanding that academic skills learned in school have relevance to "real life." Students showed an ability to look past their immediate needs to see the greater needs of the community and to empower themselves in making positive contributions to society. Students demonstrated improved behavior in school, grades, and attendance. Some students who had been typically unsuccessful in academic settings and non-compliant with peers and adults experienced success working in a variety of community settings.

- National Youth Service Day: This project involved all 8th grade students in a two day service learning initiative. Projects included: building a playground for Access Housing (a homeless shelter in Commerce City), doing spring yardwork for elderly citizens in Commerce City, packaging food for distribution to needy families at Share Colorado and Foodbank of the Rockies, outside maintenance and trail work at the Butterfly Pavilion, and spring planting for Commerce City Recreation Center.
  Accomplishments: Adams City Middle School has developed into a school that realizes the importance of service learning. We increased an awareness of the huge potential of giving students an ownership in their communities. Our students showed improvement in attendance, grades, and behavior as a result of their participation in community-based projects. They also saw the relevance of ideas and concepts learned in math when this new information was used to construct a playground. Colorado Content Standards for language were met when students wrote persuasive business letters to solicit toys and money donations from community businesses for the Adams County Santa's Workshop. Communication skills of listening, following directions, and speaking were reinforced through participation in these projects.

CHALLENGES

Implementing service learning at the middle level requires extensive long range planning. The challenges for us were: transportation, implementing interdisciplinary units that are service learning oriented, matching service learning projects to content standards, involving the entire school in service learning projects, and finding adult supervision for each work site.

REFLECTION

Service learning is a major part of middle school education. It must be included as part of the everyday curriculum. Through support from Colorado Learn and Serve we can create schools that are based on a service learning projects curriculum.

Adams City Middle School is currently working with various outside agencies and businesses to facilitate this process. These include but were not limited to: RTD, Access Housing, Share Colorado, Foodbank of the Rockies, Adams County Santa's Workshop, and the University of Colorado at Denver.

Carbondale Middle School

"Service Learning Class"
Carbondale Middle School
455 S. 3rd St.
Carbondale, CO 81623
(970) 963-2240
Fax: (970) 963-3909
Contact: Carol Kramer, School Counselor

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$4,500	83	28	836	70

PROGRAM DESCRIPTION

Carbondale Middle School (CMS) is located in the rural Western Slope of Colorado. Students in grades six through eight and between the ages of 11 and 14 attend CMS. There are approximately 325 students in attendance each year.

The structure of the service learning program at CMS was a single class of eighth graders. All eighth graders rotated through this class at various quarters throughout the year. The services provided by these students consisted of fund raisers, visiting the elderly, town beautification, and tutoring.

The Roaring Fork Valley is located in the northwest corner of the state of Colorado, and covers approximately 3000 square miles. It is a rural community with a population of approximately 32,126. The Roaring Fork Valley is a resort community and many families have found that two incomes are necessary to survive financially. Services were provided in the Carbondale community. According to statistical information obtained from Donnelley Marketing Information Services, 64. 53% of the people residing in Carbondale moved into this community in the past five years. The average median income for the residents of Carbondale is $32,571. There has been an influx of people from Latin American countries to Carbondale in recent years, which has created some social unrest in the community.

PROGRAM GOALS

The original learning goals of the program were the following:

1. To identify and analyze a community problem;
2. To be able to identify the community resources regarding the community problem;
3. To identify meaningful service activities to perform in the community that will result in significant impact on the problem; and
4. To evaluate the service activity for future modifications.

The service goal of the program was to provide service in the community that was derived from their learning experience.

PROJECTS

- First Quarter Class: The first quarter class focused on raising money for the

Carbondale Teen Center and working with the Forest Service to improve and increase the number of motorbike trails in the area. The class raised money for the Teen Center by operating the concession stand at the Carbondale Middle School and through coin drives and bake sales at local businesses. The class raised $160.00 for the Teen Center to purchase music tapes. They worked with the Teen Center manager to identify music that was appropriate for the youth at the Center. The Forest Service Manager helped the students to understand the various demands on the forest service lands and to understand the process of making their desires known to the appropriate people. They learned that there are more trails available than they thought, that the forest service wasn't closing down motorbike trails, that they have plans to open more motorbike trails, and that writing their concerns and wishes to the planning committee was the best method of conveying their desires. The class wrote a letter and submitted it to the planning committee.

- Second Quarter Class: The second quarter class focused on raising funds for the local 4-H club and fixing up the Carbondale Middle School concession stand. They painted the concession stand area with the school logo and named it the "Wolverine Cuisine." They obtained the supplies for the painting from a local business. They also put up two donated cabinets for storage of the concession stand supplies. The class ran the concession stand throughout the quarter to collect money for the 4-H club. They also had bake sales at local businesses and held a basketball tournament for the community to raise money. They raised approximately $300 for the 4-H club.

- Third Quarter Class: The third quarter class donated their services to the Gorden Cooper Library, Heritage Park Care Center, Carbondale Elementary School, and the Crystal River Elementary School. There were 21 students in the class that were divided among these organizations. The students went to these organizations for approximately one hour twice a week. Three students volunteered their services to the Gorden Cooper Library and covered books, filed papers, put books back on the shelves, and helped the librarian with a fund raiser. Eight students went to the Carbondale Elementary School. They were assigned elementary school students to read with and tutored them in specific subject areas. Two students went to the Crystal River Elementary School. One student helped the ESL students in the classroom and the other student helped specific students identified by the classroom teacher. Eight students went to the Heritage Park Care Center and spent time with the residents. They played cards, wrote letters, took walks, played board games and talked to the residents. One student's father is a resident at the nursing home due to illness and he spent the time visiting his father.

- Fourth Quarter Class: The fourth quarter class donated their services to the Town of Carbondale, Heritage Park Care Center, Carbondale Elementary School, Crystal River Elementary School, and Mt. Sopris Montessori School. There were 16 students in the class that were divided among these organizations. The students went to these organizations for approximately one hour twice a week. The students that worked for the Town of Carbondale primarily worked on the restoration and beautification of the town which consisted of painting, trimming bushes, trees, and grass, and trail grooming.

ASSESSMENT

We primarily used a journaling reflection method to assess the students learning. Classroom discussions were also used.

CHALLENGES

The Service Learning Class was faced with several challenges. First, the grant was not fully funded which created problems with implementing the entire program as outlined. The program originally called for two teachers to run the class. This would have allowed for more agency service time because of the availability of supervision of the students. With only one teacher assigned to the project, supervision became a major obstacle. We had to find agencies that were willing to take on the liability of supervising the students. Most agencies were not comfortable with this arrangement. We overcame this obstacle by placing students at two schools, supervising the students ourselves at the nursing home, and finding one organization that was willing to supervise the students.

Another unexpected obstacle centered around transporting the students to the agencies. With 21 students in the class we needed a bus which required extensive driver training. To deal with this issue we found organizations that most of the students could walk to and therefore reduced the number of students needing transportation. This allowed us to transport in a school van which required less training. However, driver training is only offered once a year in January. The Service Learning Class teacher took the training and the placements outside of walking distance began third quarter. The school van is also located in Glenwood Springs which required extra time for the teacher to pick it up. Transportation was not available, also, if the teacher was absent for any reason since she was the only one with the training to transport.

Schedule restrictions became a challenge to the placement of the students. The class period is only 50 minutes which did not allow enough time for the students to get to the placements and provide the service. However, most of the students have a study hour just prior to the class. We took advantage of this study hour by taking the students out early to extend the length of time for the service. Some of the students had advanced math during this study hour, so those students walked to the Carbondale Elementary School for their placement. This class conflict restricted their choice of placement. We were unable to provide the number of hours originally projected in the grant due to the scheduling restrictions and the transportation issues as mentioned above.

A final obstacle to the class was the attitude toward the class by the students, other teachers, and the parents. The class is considered a "rotation" class and is frequently used by teachers and students to make up tests, go to choir, band, sports, or other activities, and is sometimes eliminated on short school days. This attitude had an impact on the constancy of the program. Also, the students and their parents tended to place less emphasis on the "rotation" classes and getting the students to complete the research paper for the class was difficult. Many students failed the class because they either didn't turn in a research paper or what they turned in was of very poor quality. As a result, the research paper was eliminated as one of the requirements of the class. The emphasis was instead placed on the services the students were providing to the community and their reflection of the experience. Grades improved a great deal with this change and the students appeared to enjoy the class more.

REFLECTION

The primary obstacle to sustainability of the program is the funding for the teaching position. We developed many partnerships with community members and businesses that will continue without funding from Colorado Learn and Serve. Unfortunately, as with many grant programs, funding for salaries is not easily obtained when the grant is not available. Programs cannot be sustained without personnel to manage them and that is also the case for this program. On-going funding for personnel would enhance this program's sustainability and further development.

Challenger Middle School

"Bridging the Generations"
Challenger Middle School
10215 Lexington Dr.
Colorado Springs, CO 80920
(719) 598-1007
Fax: (719) 594-6815
Contact: Dawn Nelson

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$3,000	180	14	720	28

Information on this program for the 1997-98 grant cycle was not available. The following is the program profile from 1996-97.

PROGRAM DESCRIPTION

Challenger Middle School is located in a rapidly growing suburban neighborhood of northern Colorado Springs. Many families are new to the community, live far from extended families, and therefore do not have the opportunity to interact with age groups outside their nuclear families. These young people want to feel needed and involved in activities which foster an understanding of others and add to their feelings of self-worth.

Challenger Middle School expanded two existing service learning projects in the 1996-97 Colorado Learn and Serve program, Bridging the Generations.

PROGRAM GOALS

The main goals of the service learning program for the last three years have been to expand specific projects and to involve more teachers and students in service learning throughout the school.

PROJECTS

- Liberty Manor Health Care Center: Five years ago, Family and Consumer Science students studied community resources and needs along with issues of aging in America and began visiting Liberty Manor Health Care Centre. Liberty Manor Health Care Centre, an assisted living facility, is part of Liberty Heights Retirement Community located near the school. Students and seniors initially were acquainted through cooking and craft projects. Since then, this service to Liberty Manor has grown with the addition of instrumental and vocal music performances, 6th grade clubs studying aging, letter writing, and visiting and talking about residents' personal histories.

- Little Buddies: The second component of Bridging the Generations consists of Challenger students adopting preschool "little buddies" through the Edison School's Head Start program. This program has involved 8th grade students using their academic skills in a variety of interactions with four and five year old children — reading, writing, and playing. This year, a 7th grade class was added. Students

wrote books and scripts for puppet shows then gave the books or performances of their writing to the children. Both groups took trips to each other's school and shared a big-little buddy trip to the zoo in the spring. The Head Start students benefit from friendships and positive role modeling offered by Challenger students.

ASSESSMENT

Challenger does not formally assess service or learning at this time. Colorado Content Standards and assessment are being implemented at the school. Service learning will be used as a method of meeting the academic standards. Assessment will be monitored more carefully in the future. The writers for next grant are addressing this issue also.

Students write reports, present oral observations, and participate in structured reflection. Indications are that students are learning and benefiting from participating in service learning. Students are eager and proud to tell others about their experiences.

ACCOMPLISHMENTS

Existing Liberty Manor and Edison School projects continue to be successful. A 7th grade Writer's Workshop class became involved with Edison School. A new Family and Consumer Science teacher took students to Liberty Manor. A culminating activity for the 1997 grant period is planned for fall of 1997. Students will be involved to plan and carry out the activity.

CHALLENGES

Time is still the biggest challenge to the planning and the implementation of additional service learning activities within the curriculum. Time creates conflicts between the school and agency while students are away from the classroom. A large amount of a teacher's personal time is required to meet the acceptance requirements. The narrative reports present the biggest difficulties. Many of the subtopics overlap and are redundant. A shortened version of the final report would be appreciated.

REFLECTION

Bridging the Generations has offered a significant experience for middle school students. They have experienced the personal rewards gained from helping others, have gained knowledge about people and issues in our society, and have learned portions of their academic studies in new ways. Seeing them respond with responsibility and enthusiasm offers the incentive to keep the program moving forward.

Creighton Middle School

"Community Involvement Program"
Creighton Middle School
75 Independence St.
Lakewood, CO 80226
(303) 982-6282
Fax: (303) 980-6283
Contact: Sandra Cunningham

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$4,500	743	17	820	90

PROGRAM DESCRIPTION

Creighton Middle School is a predominately middle class suburban school, located in Lakewood, just west of Denver, Colorado. The population includes students from divergent backgrounds, including: 0.3% American / Alaskan Native, 3% Asian/Pacific Islander, 2% Black, 81% White and 13% Hispanic. Of the Hispanic population, the ITS Survey Battery 1996 totals have dropped 10 points in a twelve month period. The drop out rate for the school is 1%. The mobility rate is 11% and the free lunch rate is 19%. Creighton Middle School also serves the students who are hearing-impaired and in middle school in Jefferson County.

PROGRAM GOALS

The goal of this proposed project was to support the development and expansion of service at the middle school level The objectives of the program included the following.

1. Provide professional development in service learning for Creighton teachers, parents, community members and representatives of community organizations.
2. Identify Language Arts, Math, History, Science, Geography, Economics and Civics Standards, using a multi-disciplinary approach.
3. Integrate service learning into the middle school curriculum
4. Institute a team approach for instruction at the middle school level.
5. Develop and disseminate appropriate service learning materials.
6. Develop a needs assessment survey for the Creighton community.

A school wide project was developed and expanded. Service learning was emphasized as an integral element in the life of the school and community

PROJECTS

The following projects were conducted within the Community Involvement Program.

- Professional Development: A one day in service was offered to the teachers at Creighton Middle School. During the in service teachers were introduced to the

concept of service learning. Special emphasis was given to highlighting model service learning activities existing in the area schools as well as models of middle school service learning from around the area and country. Time for teachers to begin to meet by grade level teams to identify logical points at which service learning will be infused into the curriculum for that grade level was included.

- Content Standard Benchmarks: Using a multi-disciplinary approach, a team of teachers defined and identified benchmarks outlining the developmentally appropriate expectations for students in grades 7 and 8. Utilizing the Jefferson County Content Standards in the areas of Language Arts, Math, History, Science, Geography, Economics and Civics, the team of teachers provided sample authentic learning activities for students to demonstrate the expectations of the benchmarks, key components and standards.

- Service Learning Model Development: Following the in service, a core planning group of teachers met. The purpose of these meetings was to develop a model for the implementation of service learning. This model included the identification of curricular areas in which service learning would be implemented, as well as a detailed plan for integrating service learning into the school's curriculum. This planning process also included the development of a strategy to involve students, teachers, parents and community members in assessing the needs of the community.

- Resource Collection: During the first year of the project, efforts were made to develop and assemble materials which would support the infusion of service learning into the middle school curriculum. A team of teachers from each grade level was formed to do this task. This summer, service learning materials developed and/or collected will be assembled and distributed to teachers implementing the project. Service learning materials and other materials necessary for the implementation of the program were purchased. During the 1997-1998 school year, Creighton Middle School began to implement the ACT Program.

- Needs Assessment: Under the direction of the core planning group of teachers, parents, community members, administrators and representatives of community-based agencies, the students developed a needs assessment survey for the Creighton community. A community survey was conducted during the second semester of the 1997-1998 school year. Based on the results of this needs assessment, students have studied the issues identified and have developed an appropriate service learning project for the 1998-1999 school year.

ASSESSMENT

A variety of assessment techniques were used to measure results of the program. Teachers were asked to evaluate the inservices presented for the project and also asked for input regarding their needs in order to successfully implement service learning at the middle school level. Also, records were kept regarding the number of teachers, parents, community members, and community-based organization representatives involved in the service learning planning phase. In addition, the students conducted a needs assessment to identify issues in their school and/or community. Students also provided feedback regarding their service learning experiences. These included products developed by the students (surveys, displays, etc.) as well as a variety of activities designed to help students reflect on their experiences (journals, drawings, essays, etc.).

CHALLENGES

The only major hurdle that this project faced was that of scheduling times for students to meet in cooperative groups. The staff has decided to include an advisory period in each daily schedule next year. During that time, service learning activities will take place.

REFLECTION

Now that a project has been developed, we hope to begin implementation of a "Pyramid of Tutors" program for the 1998-1999 school year. A partnership between the City of Lakewood/Lakewood Head Start, South Lakewood Elementary, and Creighton Middle School has been developed. We are actively pursuing an ongoing relationship with Big Brothers/Big Sisters of Colorado, Inc., regarding a school based mentoring program, as well as pursing a relationship with a business in the private sector.

Commitment and perseverance by Creighton's staff and community members is necessary for the sustainability of this program. The monetary consideration (bus transportation to the four Lakewood Head Start locations) remains an obstacle for future years.

Eagle Valley Middle School

"Eagle River Adopt A Watershed Program"
Eagle Valley Middle School
P. O. Box 2077
Eagle, CO 81631
(970) 328-6224
Fax: (970) 328-6430
Contact: Ted James, Program Director and Teacher

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$2,500	75	1	2,250	250

PROGRAM DESCRIPTION

Eagle County includes thirty thousand residents living along a narrow river corridor. They depend on a healthy watershed for their physical and economic well being. Eagle County is the second fastest growing county in Colorado with a population that has more than doubled in the past 20 years. The Eagle River (77 miles long) faces many immediate and long term threats to water quality and quantity which are documented in the Eagle River Watershed Plan (1996). The Eagle River watershed covers an area of 970 square miles of which 80% are public lands. There are over 150 natural lakes, 8 reservoirs and hundreds of tributary creeks. Ninety-eight percent of the watershed is in Eagle County. The Eagle River is the only river in Colorado that begins and ends in the same county. The Eagle River Adopt A Watershed program is proud to be a part of the national network of Adopt A Watershed (AAW) programs based in San Francisco, California. The AAW service learning model has five components: curriculum, long term field studies, community action, restoration and reflection.

Eagle Valley Middle School includes 450 students in grades 6 through 8. The Adopt A Watershed Program was integrated into the regular 7th grade science class (three sections of approximately 25 students each). The River Watch long term field study project was implemented as part of an enrichment program with approximately 12 students each nine week session. Participants were 7th grade students. Service included participation in the Colorado Division of Wildlife's Rivers of Colorado Water Watch Program (River Watch). This was in the form of water sampling and analysis for the State of Colorado as well as peer tutoring in reading, writing and performing the water analysis chemistry tests.

PROGRAM GOALS

The program shifted its focus during the year toward emphasizing the long term field studies and community action that could be accomplished through participation in River Watch. This was due to the excellent training and support offered by the Colorado Division of Wildlife. Many of the initial goals were not able to be addressed due to lack of funding. The Colorado Learn and Serve grant was funded at a fraction of the original grant request, and money was not available until halfway into the school year. The Adopt A Watershed model and curriculum was utilized and infused into the regular classroom curriculum.

PROJECTS

To date this year the Eagle River Adopt A Watershed Program has implemented four out of the five AAW components. Resources were utilized for the purchase of materials and supplies, as well as professional development for implementing the Adopt A Watershed curriculum units that applied science concepts to the local environment. In addition, two field trips to the watershed were taken to lay an experiential foundation for concepts taught in the classroom. The curriculum was studied by 75 seventh grade students.

Two long term field studies were initiated: Chemical monitoring of the water quality of the Eagle River through participation in the Colorado Division of Wildlife's Rivers of Colorado Water Watch Network, and a soil erosion study adjacent to the school set up in collaboration with the Bureau of Land Management. To date, 34 students have participated in the River Watch study and 75 students have participated in the soil erosion study. Twenty-five walking field trips were taken to the Eagle River, resulting in seventeen successful samplings and analyses of Eagle River water at the new Highway Six Bridge testing location. This new data is being utilized by the Colorado Division of Wildlife and the State of Colorado for decision making in Colorado's "water court" system.

Community action has been initiated as students have become teachers for other students in performing the River Watch water chemistry monitoring tests. This includes tutoring in reading the procedures of the tests, writing up the written reports and keeping journals of field observations. To date, 8 students (two eighth and six seventh graders) have mastered the water testing procedures and have functioned as teachers for 30 seventh graders and 2 fourth graders. These students successfully passed a performance based assessment on water sampling and analysis techniques. Additional community action was completed by 60 seventh grade students who participated this May in the National Energy Foundation's program, Water Wise and Energy Efficient, which included teaching their families how to install water saving technologies in their own homes (this program also focuses on literacy development).

ASSESSMENT

Students reflected upon their experiences in group share sessions and journal writing activities.

CHALLENGES

The original Colorado Learn and Serve grant proposal had some very lofty goals and requested $8,000. The grant was funded at $2,500 of which approximately $1,000 was spent meeting the mandatory requirement of traveling to Denver to attend the Director's meeting and bringing students to the Service Learning Conference. Lack of sufficient funds and the paperwork involved in administering the grant were challenges to be met.

Logistics and school day schedules created additional challenges which were met by creating an Adopt A Watershed enrichment class to help implementation by reducing class size.

REFLECTION

The Adopt A Watershed model exemplifies service learning. Its success can be attributed to its alignment with the curricula of school districts, its developmentally appropriate practices, and its utilization of participants in planning service projects and experiences. The AAW K-12 curriculum features activities which are interdisciplinary,

focus on the improvement of basic skills and the reduction of illiteracy, utilize the cross-age grouping of learners and include students with special needs. The AAW program received recognition in Washington, D.C. for its contribution to environmental education and has a well thought out, articulated plan for replication and sustainability on a national level which is evident by their record of educating over 2,500 teachers in more than 250 schools in California, Washington, Oregon, Utah, Wyoming, Mississippi, Tennessee, Virginia, and New York.

The sustainability of an Eagle River Adopt A Watershed program is additionally substantiated by the fact that Eagle County has already received two awards for creating a detailed, "grass-roots," Eagle River Watershed Plan through the collaboration and partnering of a wide variety of community-based organizations, institutions, businesses, agencies and concerned citizens. Education is a major goal of the plan. The education and implementation committees of the plan have held regular meetings during the past two years and have committed themselves to supporting the Eagle River Adopt A Watershed Program.

Hill Middle School

"Team Quest"
Hill Middle School
451 Clermont St.
Denver, CO 80220
(303) 399-0254
Fax: (303) 764-6844
Contact: Wesley Paxton

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	180	106	4,800	400

PROGRAM DESCRIPTION

Team Quest was developed four years ago as a sixth grade program in an attempt to bring together students, parents, community members, and teachers in a united force. In this program, students became enthusiastic learners by participating in expeditions involving numerous field studies in the community. The themes explored in the expeditionary units incorporated many disciplines and allowed students to investigate questions from different viewpoints. Students engaged in fieldwork that related to the expedition theme and to the "real world," allowing them to experience a larger purpose and relevance for their work, and discover a connection with the world around them. Service learning comprised one of these major expeditions.

PROGRAM GOALS

The Team Quest Program had four main goals.

1. To broaden the service learning component in the sixth grade at Hill Middle School and expand Team Quest to seventh and eighth grade with all groups incorporating service learning.
2. To help the seventh and eighth grade Team Quest students to be increasingly independent and responsible for their learning and service.
3. To focus the eighth grade at Hill Middle School primarily on individual service.
4. To help all Team Quest students accept more responsibility for their service projects.

PROJECTS

- Sixth Grade Team Quest: In the sixth grade, students studied environmental sciences in the classroom. In so doing, they bridged the gap between this school learning and real world problems by focusing on environmental needs in the Denver community. This introduction to service learning required students to conduct a needs assessment by interviewing community members that had a direct role with the environment, including interviews with the Denver Parks and Recreation Department, Cherry Creek Reservoir Park Department, Platte River Foundation, and Volunteers for Outdoor Colorado. Next, students addressed these needs by choosing sites and developing proposals that the class and individual students could accomplish. After the students researched their problems and wrote a formal

proposal, they planned and coordinated times and locations when students could perform the service to the community. Finally, students evaluated the success of their service projects and addressed numerous state science standards.

- Seventh Grade Team Quest: Students in the seventh grade closely reflected the activities of the sixth grade, this time focusing on the Denver community at large. They conducted a needs assessment of the community (i.e. their school, neighborhood, etc.), then developed and implemented their plans. At the seventh grade level, the focus was on group initiated projects.

- Eighth Grade Team Quest: Students began the year by creating a community wide health fair in conjunction with the 9News Health Fair. Students developed numerous displays and provided flu shots for the staff at Hill and Hilltop communities. This project provided an example and the framework for students' individual service projects. Again, students were required to do a needs assessment and then plan and implement their projects. Each student was required to perform at least 25 hours of community service by June as part of their school completion requirements. By the eighth grade, students had developed an understanding of how learning and service were related, and how they could help out in their community.

ASSESSMENT

The service projects at Hill Middle School were assessed in various ways. All students were required to write a formal grant proposal in which they determined how their project would be assessed. Many different methods were used including: journals, picture portfolios, letters of commendation, and exhibits.

CHALLENGES

Team Quest experienced numerous challenges in its quest to implement service learning in the classroom. One of the biggest was transportation. Denver Public Schools only offers bus service on certain days so it required close communication between the transportation office and service locations to find acceptable dates. When RTD was used, teachers had to figure out route directions and times. Finally, students often had to provide individual transportation, coordinating with parents and adult volunteers to transport them to service sites.

Another challenge was weather and location. During the sixth grade service project at Bear Creek/Bear Valley, students were planting trees along a three mile stretch between Federal and Wadsworth Boulevards. This huge stretch was a problem logistically as students often needed help and teachers and volunteers were a mile away. The weather also turned bad the last day of the project and many students got wet and muddy. In reflection, we would require future projects to occur in a smaller area so that communication and weather would be less of a problem.

Finally, coordinating 180 students in their individual and group projects was a challenge and required much organization and time.

REFLECTION

Because the goal of the service projects at Hill Middle School was to make students increasingly independent, many of these individuals have become life long servers and understand the role service plays in enriching the classroom experience. By expanding service learning to 7th and 8th grade, many new teachers got involved and began to appreciate how service facilitates the learning. Both of these factors will help enhance the sustainability of service learning at Hill Middle School.

Lake Fork Middle School

"History Fridays"
Lake Fork Middle School
614 N. Silver St.
Lake City, CO 81235
(970) 944-2578
Contact: Michelle Cogger

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,000	52	1	42	8

PROGRAM DESCRIPTION

Lake Fork Middle School is located in Lake City, a beautiful little town hidden in the San Juan Mountains in Southwest Colorado. As Colorado's largest historical district, Lake City is filled with Victorian homes and 19th century charm with more than 75 buildings from the late 1800's. Hinsdale county is one of the least populated counties in the entire United States with only 467 year round residents. The district has an enrollment of 30 students in grades Pre-K to 5, 12 students in grades 6 to 8, and a projected 10 students for our high school to open in the fall of 1998.

Lake Fork Middle School designed a reading program to reinvolve area senior citizens in perpetuating the educational growth of middle school students. In cooperation with the Hinsdale County Historical Society, resources were made available to the students about local history. After researching various topics the students formally presented oral readings to the senior citizens who in return shared experiences and comments creating a "living history" of our community.

PROGRAM GOALS

The program included four main goals.

1. To increase oral and silent reading skills.
2. To increase oral and written presentation skills.
3. To increase the writing skills of all participating students.
4. To create better student awareness and understanding of local history.

Through service learning we wanted to develop local community involvement and support, and senior citizen involvement and support with the education of our students. Finally, Lake Fork Middle School wanted to create an opportunity to develop a living history of the Lake City community through interaction with senior citizens.

PROJECT

- Living Lake City History Project: Every two weeks a team of three students contacted the Historical Society and arranged a time to research local topics of history. Students were allowed a maximum of two hours school time for research. Each student gathered enough information and reading material to conduct a 10-15 minute presentation to local area senior citizens on "History Friday." The remainder

of the students (three teams of three students) worked on advertising, special guest lists and invitations, refreshments, coordinating transportation, and video/recording.

On "History Fridays" the students welcomed local senior citizens to a round table reading of local history with questions, comments and a reminiscing session. These sessions were video taped by some students and a "living history" was recorded. These tapes will be kept in the library and used as research to teach the elementary students.

ASSESSMENT

Lake Fork Middle School does not formally assess service learning at this time. Colorado Content Standards and assessments are being implemented at the school. Assessments will be monitored more carefully in the future as our program gets off the ground.

Currently, students write debriefings on presentations, observe peer presentations, and have structured reflection time.

ACCOMPLISHMENTS

This year's pilot program was slow starting, but should be considered a success. We are continuing to work on expanding next year's project to include a display piece at the local museum. The details are still in process. The students and seniors of the community ended the school year in an upbeat way, and they are excited to continue and expand on this project next year.

CHALLENGES

Our greatest challenge was working with the senior citizens. The students had a very hard time getting them involved. It took a lot of persistence and time on the students part. The students had to overcome their fears of talking to an older generation of people they did not know. The seniors also had a hard time making a commitment to the students. Many of our local seniors travel during the winter months. The students learned that a lot of time, planning, and preparation go into making a successful presentation.

REFLECTION

Bridging the generation gap has been a unique experience for both the students and seniors of our community. The students have gained personal rewards from working with others and accomplishing tasks as a team member. Also the students have gained personal knowledge about our community through both written and oral living histories. The seniors and students have both gained personal insight about each other. They have learned that people don't always fit into a neat stereotypical mold.

Lincoln Junior High School

"Lincoln Community Outreach Program"
Lincoln Junior High School
1600 W. Lancer Dr.
Fort Collins, CO 80521
(970) 484-3073
(970) 484-0889
Fax: (970) 482-4008
Contact: Sandy Martinez

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$3,500	309	60	920	300

Information on this program for the 1997-98 grant cycle was not available. The following is the program profile from 1996-97.

PROGRAM DESCRIPTION

Lincoln Junior High School is situated in the northern, more ethnically-diverse and less affluent part of Fort Collins. Lincoln has 655 students, 40% of whom are on free or reduced lunch (a significant indicator of the general student body's level of income) and one-third of whom are of Hispanic origin. Lincoln Junior High School is a culturally rich school including students from 20 different countries, many of whom are children of international students at Colorado State University. Much of the student body is bussed from rural areas, trailer parks, and other sections of Fort Collins including the country club area.

Through the Lincoln Community Outreach Program, service learning projects that benefit the Lincoln community were developed and completed by the students in Civics classes. They experienced growth by giving back to their community and were given the opportunity to visit and to learn more about their city and state government. For most of the students, this was the first time they had visited the State Capitol or personally meet an elected government official.

Originally, the participants were to include the Civics classes (approximately 209 students), the two civics teachers and the media specialist. As we progressed with planning in the fall, the project involvement included only one Civics teacher, his two classes (58 students), and the media specialist. From February through May, 1997, the Lincoln Community Outreach Program grew from 60 to 342 participants made up of 309 students (grades 7, 8, 9), 14 teachers, one administrator, and 20 community adults.

PROGRAM GOALS

To provide 140 ninth grade students with the opportunity to visit and to experience a variety of community and state organizations relating to curriculum and service learning objectives, and for Civics class students to provide services for several community organizations and a forum for students to turn these experiences into service learning.

Both of the original goals were met and surpassed with the expansion of the program, the involvement of half of the student body, the completion of many more

service projects than originally planned, and the commitment of the staff to support service learning for the 1997-98 school year.

PROJECTS

The two Civics classes planned, developed, and completed service projects. With 80% of the Lincoln Junior High School students being bussed, planning these projects was incorporated into the Civics curriculum with the service time being part of the school day. Students chose the project for their implementation. The students planned, contacted the necessary community organizations, set dates and worked with the administration, their teacher and their media specialist to successfully complete their projects.

- Food Collection Project: In April, the first-hour Civics class took a tour of the Food Distribution Center to learn how the center operates, what the needs were, and who the center served. They then held a five day contest among all the first hour classes to collect food for the center. The top two winning classes and the Civics class were treated to donuts, milk and hot chocolate after the contest ended. The reward for the entire student body was a basketball game between the 9th graders and the 9th grade teachers during the last period of the day on the following Friday. This sparked interest in other classes becoming involved in outreach projects for our community. Thirty-one students in the first hour Civics class were responsible for collecting a total of 1,500 pounds of food and delivering and sorting the food at the center for distribution.

- Rogers Park Project: In April, the second hour Civics class developed their plan to clean up Rogers Park, a neighborhood park — repainting the basketball court lines and painting out graffiti on the outbuilding. The students worked with the city parks department to accomplish the project. The city provided the materials, the grant provided busses and snacks, and the students provided the labor. These 9th graders plan to return in the fall to help one of the Civics classes get started with the upkeep of Rogers Park.

- Super Lancers Field Trip: During the time that the Civics classes were studying city and state governments, the two classes and 20 Super Lancers went on a field trip to Denver to visit the State Capitol and see the Senate and House in session. Only three of the 56 ninth grade Civics students participating in the field trip had been to our State Capitol.

- Super Lancers: The Super Lancers is a way of recognizing and honoring students at Lincoln Junior High who serve within the community and the school to help others. Students document completion of 20 hours of service learning work to be eligible for nomination by a staff member. The founding group of seven students grew to 30 students by the end of the school year. Four of these students attended the Colorado Service Learning Conference in February and helped to generate enthusiasm and projects within the Leadership classes. Some examples of services these students provide including serving at the hospital, local churches, the Red Cross, with United Way supported programs, the MS walk, helping teachers at school, working in the school office to help, helping the administrators, helping the custodians, helping in the library, tutoring elementary students, giving their time to coach young children through the parks and recreation programs, and baby-sitting for free.

Eight students attended the Colorado Service Learning Conference to present the concept of service learning projects to the Leadership classes. Projects completed by these classes included collecting clothing for the homeless, tutoring at Putnam Elementary, cleaning up the yard and garden at Elderhaus Adult Day Care and

interacting with the residents, working many hours at Irish Elementary to help them with booths and clean up at their school carnival, and helping clean up Martinez Park.

- CHAMPS: The CHAMPS training day was developed with Lincoln and Webber Junior High Schools working together to provide a full day of training in early May for 250 students and 53 adults. Students were nominated by their peers to attend the CHAMPS training by using the E.F. Hutton slogan "when they talk, everybody listens." This way we hoped to be training leaders from every group represented in the schools. This provided a school-wide cross section of students who developed some very creative projects. Lincoln had 130 students and 33 adults and Webber had 120 students and 20 adults at the all day training. Each group of 10 to 12 students and two adults worked, played, planned, and developed service learning projects to be completed at their respective school or in their school community. Lincoln students planned 13 projects to be implemented in the 1997-98 school year. The teachers, staff and community members including VISTA volunteers committed to continue with their groups in the fall. One team formed at the CHAMPS training has already completed three 3 hour blocks of painting over graffiti on the bike trails day of or the day after the graffiti was discovered. This meant that the students had to go after school or come at 7:00 AM on Saturday to spend two to three hours painting. Parents were very supportive in bringing and picking up their children.

ACCOMPLISHMENTS

The expansion of the service learning concept as an integral part of the Lincoln Junior High School's goals, the growth from two projects by 9th graders to a multitude of projects and community service completed by 7th, 8th and 9th grade students and the involvement of staff, parents, VISTA*, and community people is, to me, evidence of a successful development of positive community involvement by both students and adults.

CHALLENGES

Time has been the biggest hurdle for the students, the teachers, and myself. The 9th grade students are involved in many high school sports and other after school activities. Also about 80% of our students are bussed which makes after school time difficult for planning and working. Coordinating time with staff to plan and share information is difficult with all the meetings and added responsibilities to each of our work loads. We have worked with the administration to allow us to have one period, one day each month for all 13 teams to work with their adult leaders on their plans. This should be a tremendous help for all of us.

The required paperwork has been difficult for me to keep up with as well as all the paperwork, phone calls and individual contacts I have been responsible for with each project. Having the monies kept at the district level has made it almost impossible to know how much was left and what each bus trip cost. This situation could be streamlined by depositing the money into an account with a budget code I could access and could have up to date budget printouts readily available.

REFLECTION

We are in the infant stages of developing our service learning program. At this time, we have one partnership with the city parks department. They will provide the paint, brushes and materials if we provide the hours and labor to clean up parks, paint basketball courts and outbuildings and to paint over graffiti on the bike trails.

The receipt of funding for a second year would enhance and guarantee the continuation and completion of the projects in place for implementation in the fall.

As the community experiences the services provided by the students at Lincoln Junior High School, we hope to generate monetary support from local businesses to help with the growth of our program.

Miller Middle School

"S.L.A.M. – Service Learning At Miller"
Miller Middle School
2608 Junction St.
Durango, CO 81301
(970) 247-1418
Fax: (970) 385-1191
Contacts: Brian Hester and Jana Newport

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,000	535	25	3210	150

PROGRAM DESCRIPTION

Miller Middle School is located in Durango in the Four Corners region of southwest Colorado. Durango is the center of LaPlata County, which is largely dependent on tourism, agriculture, small business, and government service. For the past ten years, Durango has undergone a growth cycle, spurred primarily through an influx of residents from California and Texas. Durango residents place a high value on human services and civic responsibility. This high expectation of services has led to the growth of many service clubs and nonprofit agencies.

As a result of the 1996-97 Carnegie Self Study, the staff, students, parents, and community identified Goal #8, "Connecting Schools to the Community," as a priority, and service learning as a key vehicle for reaching this goal.

Miller Middle School conducted its service learning program in two different ways: 1) all students and staff were organized into groups of 15 and participated in a three hour project, one day each month; and 2) a service learning, exploratory course was offered throughout the school year, providing an opportunity for a small group of students to pursue service learning in depth, on a daily basis. Both of these levels of involvement were tied to the curriculum in the core academic areas.

Participants in the S.L.A.M. Program are as diverse as the school community itself. Miller houses the district's middle school special education and Day Treatment. Programs as well as a gifted, Independent Study program. The 500 students range in age from 11-15 in grades 6-8. Twelve percent of the students are Hispanic, 4% are Native American, and the rest are European American.

The original implementation of S.L.A.M. coincided with the Advisory Program. Advisory groups met every day for twenty minutes during the last period and utilized one of these periods each week to plan and coordinate their selected service learning project. In most cases, the individual projects dovetailed with three to four other advisory groups that shared a common academic team of students and staff. For example, one team comprised of three 7th grade classes, focused on the physical environment as their primary theme. Individual advisory groups were then encouraged to connect with a specific agency or community population and to continue serving in this same area. A total of 36 different projects were developed involving community agencies, businesses, and other school communities.

The S.L.A.M. Program changed considerably during the course of the school year. Starting with just one elective class, service learning opportunities expanded to include all students and staff by mid-year. With the change in the focus of the Advisory

Program in the last trimester, service learning came under the auspices of the academic core teams with the help of the elective teachers. This change was precipitated by a alteration in the school schedule which switched the advisory time to the middle of the day. During the last two months, each academic core team became responsible for continuing the service learning projects as part of their normal curriculum, selecting their own day and time to carry out their project.

PROGRAM GOALS

The general service learning goals for Miller Middle School included the following.

1. To provide professional development for staff and students.
2. To identify community needs.
3. To combine service and learning in a helpful and useful way.

As identified by the students and participants in the school service learning brochure, specific student goals were as follows.

1. To allow students to take part in the community and learn the needs of it.
2. To use students' skills and knowledge in real-life situations.
3. To develop students' knowledge through application.
4. To encourage students to do caring acts for others.
5. To encourage students to be active in the learning process.

PROJECTS

Following the initial first trimester planning phase and the on-site inservice led by Elaine Andrus, the core teams and advisory groups implemented the following service learning projects.

- 5th Grade Transition to Middle School: The 6th grade student teams used this as their theme for service learning. All of the 5th grade students from Miller's elementary feeder schools were mentored. Letters and care packages were given to each 5th grader and a video and question booklet addressing the major concerns of 5th graders was prepared.

- Parks and Recreation River Trail: Fifteen students walked the in-town length of the river trail providing general clean-up.

- Creativity Festivity: A 7th grade advisory team assisted local elementary students in their projects for a district program called Creativity Festivity.

- Art for 1st Graders: As part of their advisory project, the art teacher and students made valentines and books for 1st graders at the local elementary schools.

- LaPlata County Fairgrounds Beautification: Students painted doors and helped complete landscaping projects that fairgrounds staff did not have the time to finish. This is an area that many secondary students utilize already.

- Greenhouse Project: A 7th grade team of students designed and began construction of a greenhouse to be built on campus.

- Gardening with the Elderly: Beginning with a class unit on community awareness and the elderly, students planted bulbs with elderly people at the Four Corners

Health Center.

- Angel Ambassador Program: The Miller leadership group compiled the *Miller Service Learning Brochure* and a guest packet and survival package for substitute teachers and new students.

- Elementary Tutoring: 7th grade advisory group traveled to the most distant, rural elementary school and provided one-on-one reading and math tutoring to 3rd through 5th grade students.

- Reading Tapes for the Blind: A 6th grade class made oral tapes from books and presented the tapes to the local chapter of the blind.

- Miller Beautification: A variety of ongoing service learning projects were conducted on the 40 year old Miller campus, including an auditorium renewal, the painting of team logos in the hallways, and the planting of flowers for the springtime. In addition, the students in special education in the Centerbase program, washed all of the athletic uniforms at the end of the season.

- LaPlata County Humane Society Partnership: Fifteen students were involved in an ongoing partnership with the local animal shelter, participating in the care and exercise of the animals, the sale of thrift products, and the landscaping of the new grounds.

- Peer Reading: As part of the elective service learning class, a variety of Miller students, including kids labeled "at risk," visited the local elementary on a weekly basis and read to elementary students within a pull-out program.

For the most part, the goals of the S.L.A.M. Program were realized. Participants gained an appreciation for the importance of individual involvement in their community and how this tied to learning in school. The community needs assessment should be replicated next year and coordinated more effectively. Also, some of the staff members need to become more actively involved, following the example modeled by the more enthusiastic, risk taking, core teachers.

In addition to the obvious tangible accomplishments associated with the projects described above, students gained self-esteem and perceived service to the community as a valuable learning experience. Also, a variety of meaningful partnerships were developed with local groups and agencies, enhancing Miller's standing in the community by garnering more support and awareness of the middle school and its services and needs.

ASSESSMENT

Service outcomes were assessed through journals and structured reflection. The staff is provided with a packet containing different assessment tools to use following each service learning project. Students are required to write journal entries or answer specific questions. Project activities are linked to the academic and content standards in addressing the learning outcomes. Students are also encouraged to include the service learning piece in their personal portfolios. Our representatives on the Regional Action Team are compiling an anthology of student and staff reflections. The final assessment is a replication of the Carnegie Self-Study. Students, staff, and parents are surveyed on the eight Carnegie goals and a selected staff group makes recommendations regarding Goal 8: "Connecting Schools to the Community."

CHALLENGES

In Miller's first year implementing a comprehensive service learning program, many challenges were presented. Staff preparation and ownership was the first major hurdle. The school leadership group provided the direction by compiling the S.L.A.M. brochure and one of our counselors took a leadership role in facilitating the student representatives for the Regional Action Team.

The community needs assessment was the second hurdle for the S.L.A.M. Program. Some staff quickly identified authentic needs and helped the students focus their energies on valuable service learning projects. Other staff members hooked up with the more enthusiastic teachers or were ineffective in helping students address real needs in the community. This issue was partly addressed as people experienced the projects, interacted with the agencies, and realized their true needs and assets.

The last major hurdle was time. With the separate advisory period, planning for service learning was a natural. With the loss of the separate advisory period, now we will need to work more closely with academic teams to ensure that service learning is addressed in the curriculum.

REFLECTION

Community support for service learning in the schools is strong. Agencies are very willing partners and some of the other schools in the district, such as the Community of Learners, provide additional public relations and support. The school district will also continue to allow the administration at Miller Middle School to allocate teacher time to service learning as part of the extended core schedule for students.

To enhance the program's sustainability, Miller needs to continue to link with Fort Lewis College's Service Learning Program and draw on their coordinator's expertise. Also, our staff will be asked to provide a yearly plan for incorporating service learning in the curriculum as part of the academic team's curricula maps.

Mount Garfield Middle School

"Multi-age Alternative Core"
Mount Garfield Middle School
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Contact: Ann Ashwood-Piper

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$3,500	35	20	1440	400+

PROGRAM DESCRIPTION

Funding was originally granted for a tutoring and mentoring program which was canceled due to lack of District 51 resources. Permission was given by Richard Fulton to apply the moneys to a pilot project for students at the middle level who are labeled "at risk." Students in our program were identified by teachers or parents as "at risk" of dropping out of school – though the students were functioning cognitively within normal limits and had no identifiable learning disabilities – if they demonstrated two or more of the following characteristics: earning a majority of failing grades the previous year; having multiple discipline infractions; displaying attendance difficulties; and being involved with the juvenile justice system; being a member of a troubled family.

During the summer each student and his or her parent(s) were interviewed to determine their commitment to academic and social success. Students and their families agreed to the following outcomes: to keep and sign daily planners; to attend weekly *Family Nights* at least once a month; to complete daily homework with After School School, if needed; to attend Saturday School for those students who repeatedly failed to complete assignments; to maintain close home-to-school communication; and to maintain attendance within Colorado state guidelines.

Of the 25 students who initially joined the program, 9 were girls and 16 were boys; 11 were seventh graders and 14 were eighth graders; 6 were on probation, 7 had a history of detention, and 8 had a history of attendance problems.

PROGRAM GOALS

My original intention was to adapt the *Study Buddies* program to these young people, utilizing the National Science Foundation's (NSF) *Teaching Physics and Teaching Chemistry with Toys* curriculum. It was my intent to work through the lessons in class and have students prepare to present them in area elementary schools, my rationale being that we learn best that which we teach. I also planned to have our students prepare *CHAMPs* violence prevention puppet shows, again with the aim of reinforcing appropriate behavior.

To this end we began the year. Following several frustrating days of compiling materials lists from the chosen lessons, we headed to *Toys R Us*. What a disaster! After spending 30 minutes trying to pry them away from the sample video games and toy weapons, I abandoned the plans and we returned to school. After reviewing my behavioral expectations, we successfully returned the next week.

My plan to have several groups simultaneously working on different lessons proved equally idealistic. These young people possessed few group skills. Cooperation was not a part of their makeup. Nor were they able to maintain their task focus without an adult with them at all times. My initial solution was to recruit two Senior Scholars to assign to individual groups while I supervised two others. These retired gentlemen became a weekly fixture in our class and developed great rapport with the students. Unfortunately, even with their help it was impossible to successfully complete the lessons. After repeated tries, I returned to a total class approach with them assisting students on an as needed basis.

In an attempt to develop cooperation and team building skills, we attended a one day session of Colorado Challenge at Camp Cedaredge. Activities could not be successfully completed without good listening, preplanning, and joint effort. The program leaders, professionals in their own right with years of experience working with troubled teens, confessed to me at the end of the day that they had only accomplished one half of the planned course because of the kids' inability to focus and work together. I didn't know whether to cry or be relieved that others experienced some of my own frustrations.

I eventually completed several lessons from the NSF curriculum, but chose not to attempt the tutoring and mentoring portion because of my lack of faith in our ability to follow through in a meaningful way with elementary students and their teachers.

PROJECTS

- Art Projects: At this point I began looking for meaningful service-learning activities in which our students could engage on a more individual basis. Many kids enjoyed and showed talent in art. Therefore, we created projects such as:
  - decorating Halloween treat bags for our students in special education;
  - designing Thanksgiving place mats and napkins for our secretarial staff;
  - cross stitching ornaments for family holiday gifts;
  - painting thank you cards to use for school volunteers;
  - decorating paper mache boxes for Secretaries' Day;
  - preparing Earth Day posters;
  - making seasonal decorations for Palisade Living Center;
  - constructing pencil holders for graduating eighth graders; and
  - drawing and coloring 100 place mats for our final banquet.

- Cooking Projects: They also enjoyed cooking activities and so we created projects around cooking:
  - preparing snacks for *Family Night*;
  - baking cookies for students in special education;
  - making cranberry bread and pumpkin pies for volunteers and staff;
  - planning and preparing food for the family and volunteer holiday party;
  - baking banana bread for field trip snacks; and
  - preparing lasagna, tossed salad, and French bread for our final banquet.

- Palisade Living Center Exchange: By the second semester I felt that we were ready to try a community exchange. Ten students at a time began visiting at the local nursing home, Palisade Living Center, one morning each week. While they were there, the students participated in a variety of activities:
  - visiting with residents;
  - helping with morning grooming;
  - walking the Center's two greyhounds;
  - cleaning bird and rabbit cages;
  - assisting with clerical tasks;

- playing games;
- reading newspapers to residents;
- joining in Sing-Alongs; and
- writing weekly letters to residents who received no mail.

This was definitely a success with all concerned! It took a bit of planning on the part of our students, some academic effort, allowed them to use their generosity and people skills in a non-threatening environment, and tapped into their love of animals. The residents looked forward to the burst of energy we brought. Our kids benefited from the adult attention of the residents and looked forward to our visits. They heard many stories of the pioneers of our valley, enjoyed the challenge of trying to beat Tracy in checkers, and developed a real affection for many of the older people.

- Read Across America: This was another very successful project. Two weeks prior to Dr. Seuss' birthday, students began choosing his books to share with elementary and preschool students in neighboring schools. They made striped hats for themselves and book marks for each class we visited. They practiced reading their books for days prior to the actual event. The day of *Read Across America* we visited 10 classrooms. One local TV station and the newspaper covered the fun.

- Office Support Staff: One student also became an Office Aide in our building second semester, where he performed admirably.

- Colorado Challenge: In late April we returned to Colorado Challenge for a two day high ropes course in hopes of giving kids a final push of faith in themselves before they tackle high school or regular classes next year. What a delight! Our kids excelled at this. The finest part, from my point of view, was the support and encouragement they gave each other. They cheered the loudest for those who struggled the hardest and longest to overcome their fears. For two days we heard no put-downs! If I had it to do over again, we would have started with this trip, although I doubt the results would have been as rewarding.

ASSESSMENT

Academically, our students, despite all their foibles, performed well on standardized tests. Every eighth grader scored *average or above* on the GOALS math test based on Colorado State Standards. Each student performed *well above* the school norms on the District-wide Writing Assessment.

Some students received special recognition: 3 students had work published in the District-wide Creative Writing contest; 1 student was honored as Optimist Student of the Month; 1 student was recognized as a Presidential Academic Achiever; and 3 students received Presidential Academic Improvement awards.

Twenty students completed all the course work for the Colorado State Patrol's GREAT (Gang Resistance and Education Training) program. Six graduated with honors, the highest percentage of any class to which the program has been offered.

Those teachers whose classrooms we visited for *Read Across America* had nothing but praise for the efforts of our students. The little kids climbed on middle school laps and enjoyed every minute, as did our students.

The staff and residents of Palisade Living Center speak highly of the efforts of our students and their contribution to the quality of life there. Several students plan to continue visiting throughout the summer.

Students themselves expressed greater confidence in their ability to succeed in high school and beyond. In both written and oral reflections they spoke of their increased achievement, their willingness to come to school, their families commitment to

their learning, and their ability to control their impulsive behaviors. Their parents wrote many notes throughout the year in support of our efforts.

Our volunteers recognized growth in individual student behavior. The staff at Colorado Challenge marveled at the change in the class between the Fall and Spring sessions.

ACCOMPLISHMENTS

Overall, students increased their academic skills, improved their attendance, and managed their behavior. They enjoyed the service learning activities which utilized their unique gifts and interests. They benefited from a wide range of adult volunteer assistance in Science, Reading, Language Arts, and American History. They grappled with real societal issues, as well. Their parents and other family members were an important and recognized part of their success.

CHALLENGES

This has been my most challenging year in a 28-year career! The greatest challenge has been to myself and my teaching partner as we learned the best strategies for motivating and channeling the energies of these unique students. Following a year of managing a roomful of kids labeled "at risk," I'm not convinced that isolating them from the general population is the answer to their needs. The issues of self-direction, cooperation, respect, and goal attainment never vanished; we continuously adapted lessons and activities to maximize individual strengths. Apparently, our administration shared some of our feelings, as they have withdrawn funding for this program, while recognizing the growth that has occurred this year. Both my teaching partner and I have accepted positions at a new middle school set to open in the Fall of 1998. Eight of our seventh graders will be attending this new building, and we have requested that they be placed on our team so we can continue to provide support and encouragement to them.

REFLECTION

If I were to continue here next year, I would design projects which involved little team work and plenty of hands-on, real world experiences. I might hook the class up with master gardeners, or the Humane Society, or the Colorado River Trail Society. I would also do my best to find more in-school support for out-of-school experiences, so that one or the other of us was not left with the bulk of the students when the other was in the field.

Professionally, I have grown immeasurably this past year, developing coping skills and teaching strategies on almost a daily basis. I have learned to focus on the success of our students, no matter how small, and help them celebrate. I have utilized everything I've ever learned about development, learning styles and multiple intelligences.

I am thankful beyond words for the financial support from Colorado Learn and Serve, without which most of our experiences would have been impossible. Our students, as well, have been grateful for the opportunities which the grant funding has allowed them.

Redlands Middle School

"Grand Vision"
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Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	600	643	19,800	29,670

PROGRAM DESCRIPTION

Redlands Middle School (RMS) is located in a suburban area of Grand Junction, Colorado. The school is six years old, has 559 students enrolled, and a staff of 53. The school is unique because it houses the Districtís Middle School English as a Second Language program. At Redlands there are 123 students who are educationally disadvantaged and 81 students who are economically disadvantaged. All students and staff at RMS participate in service learning activities. The average commitment involves approximately 25 hours per student and 40 hours per staff member.

The Grand Vision program is a potpourri of service learning projects and integrated curriculum activities involving students in grades six through eight. Some items are single class, some school-wide, some within a course and some are community-wide. This year services provided included assessing the feasibility of building a fire station, producing seed kits to be sent around the world, the formation of a Service Learning Advisory Council, and working in the community garden or in the tree nursery. ESL students taught firemen Spanish and they also did the school recycling program. All eighth graders learned CPR, some were reading mentors, and some participated in the service learning class. Our Day of Caring involved everyone in the school, including many community agencies and members. The one major change in the program this year was the cancellation of the intergenerational choir. This occurred for many reasons, most involving the time needed by the director (a teacher).

PROGRAM GOALS

There were four goals of the Grand Vision program.

1. To achieve service learning graduate class professional development for 90% of the staff.
2. To support exemplary existing programs.
3. To expand communication to and participation by the RMS parent community.
4. To develop new integrated programs which address local and state standards.

All of the goals were accomplished. Each staff member, including custodial and secretarial staff, were involved in the service learning class taught by Judy Jepson and Guy Brickell in October. It was the best staff development time we have spent together. Most participants requested graduate credit and received it. Many good ideas came out

of the two day session. Support for existing programs took place in things such as the CPR training, ESL projects, and individual teacher advisory programs. A Day of Caring parent newsletter was mailed home, a Day of Caring Parent Steering Committee was established, and parents were asked to fill out two surveys related to service learning this year. Several new programs took place this year involving local and state standards.

PROJECTS

- Let's Build a Fire Station: Students with help from community members, prepared, distributed and tabulated a survey requesting information which helped the fire chief. They also prepared display boards graphing the information. These may be used by any community member having a meeting regarding the proposed fire station.

- Grand Links: Staff received background information regarding service learning, worked in teams to organize ideas, and came together as a whole staff to share thoughts at the end. It was a very successful time spent together. We requested that the school board give us one day of release time for our workshop. Our request was granted. Teachers donated their time on Saturday for the second day.

- Grand S.L.A.M.: The advisory council was created, but didnít meet as often as we would have liked. Plans to expand on the board for next year are in the process. One spin-off was the Day of Caring Parent Advisory Council. These persons helped raise money, prepared snacks, hosted a barbeque and made awards certificates for students.

- Bilingual Firemen: This project is extremely successful. The program was expanded this year to include firemen in all four fire stations. Students spent much time making laminated booklets converting Spanish to English and vice-versa, teaching the firemen correct pronunciation, and acting as ìsickî people so the firemen could practice their newly acquired Spanish language. As a result of the studentís efforts, the city is offering Spanish classes for the firemen.

- Community Garden Green House Climate Control and Tree Nursery Projects: These Projects proceeded as planned. Students learned many things connected to science and social studies standards through these projects

- Grand Connect: This project did not progress as much as we would have liked. The high school is in a huge remodeling project and is returning to traditional calendar after being on a year round calendar for the past four years. It was really hard to coordinate times and efforts this year.

- Reading Partners: These projects really expanded at our school. We held parent meetings, parent volunteer training sessions and established a schedule for parents to work with students. Some of our students traveled to Broadway Elementary to tutor students there.

- Grand Rap: This project was involved in many advisory projects. These ranged from Valentineís to Vets, designing and building a huge mural in the gym, preparing seasonal gift items for shut-ins from a local church, having a basketball shoot-out and a car wash to raise funds for worthy causes, participating in ìMake a Difference Day,î and collecting pop can tops to pay for use of dialysis machines

- CPR Extravaganza: All of our eighth graders have been trained in CPR techniques.

- The Service Learning Class: This class has been continued and the students involved themselves in a multiplicity of things to help teachers, administrators and community members. The students were the prime persons involved in scheduling 600 students into Day of Caring classes and doing all of the paperwork involved with Day of Caring.

- Day of Caring: The sixth annual Day of Caring was held this year with 26 course offerings available to students. We utilized 12 school cars and 7 school buses for the day. Students went to the Humane Society, to the river, to Connected Lakes, nursing homes, preschools, and elementary schools.

ASSESSMENT

In assessing our program many different methods were used. The chief one was teacher observation of changing behaviors and attitudes on the part of students. We monitored studentís willingness to become involved in service learning activities. We also used journals, exhibits, structured reflection, discussion groups and surveys to assess what and how students have learned. The learning outcomes addressed included our local content standards. We asked that each project a teacher does with students be tied to the content standards. Service outcomes were varied and included tutoring, environmental activities, working with older and younger persons, teaching newly learned things (like basketball fundamentals and creative dance) to younger children, public speaking and community spirit.

CHALLENGES

The major hurdles we encountered this year included the all pervasive one of NOT ENOUGH TIME – to plan, to meet, to work with the community, to work with students. Funding was another concern. We were successful in raising money to pay for the transportation costs for Day of Caring. Trying to use service learning as a tool to reduce a teacherís workload was another concept that hasnít been utilized a lot yet. We had some problems with some of our Day of Caring groups, but we overcame these hurdles by using good PR and communication. We are still working with interstaff conflicts regarding some of the projects.

REFLECTION

We are slowly working on the sustainability of our service learning program; however, it will be quite difficult to maintain the programs we have started due to lack of funding next year. Since the focus of the grant has changed, it will not incorporate as many of our existing programs as it has in the past. We are working to find contributors to help us with some of the cost items, but in a time when our school board is making many cuts, it is hard to secure anything extra. Offering many of the things we do as exploratory courses within the school will help sustain our efforts. Our principal is very supportive with of this idea. Also, being able to have release time for the coordinator(s) so they may plan and make phone calls during the day is also necessary. We are trying very hard to build some corporate links for funding purposes. We have been quite successful and hope to expand this part of our program next year.

All in all, we feel our program was very successful this year. We made major gains regarding staff understanding of service learning and we are seeing some of the results of this professional development. Students and parents are also more tuned in and really understand, for the most part, the term service learning.

Risley Middle School

"The Amigos Program"
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Michael Horton, Counselor and SCRAT Representative
Linda Garcia, Amigos Faculty Sponsor

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$6,000	78	30	2,000	200

PROGRAM DESCRIPTION

Risley Middle School is located in the lower east side of Pueblo. There are 3 elementary schools that feed into Risley and we, in turn, feed into East High School. We share many of the same concerns and challenges.

Our area deals with high unemployment, low socioeconomic status, a high student mobility rate, declining student population, and single parent families. Risley is currently looking at a student population of 434. Eighty-four percent of our student body is Hispanic with the remainder of our students being Black, Native American, and European American. We are a school-wide Title I school and a significant portion of our population is involved in Title I, ESL, Special Education, and Free and Reduced Lunch programs. Our attendance rate has been at or about 85% this year.

Risley is a community school in all respects and supports many adjunct programs which help drive our commitment to the *Carnegie Turning Points* and the community learning center concept. The Amigos Service Learning Project is but one of these. In addition, Risley houses the Pueblo Family Center, the East Side Boys and Girls Club of Pueblo County, a Health and Wellness Center, a Girl Scouting Program, Extension and After Hours Learning Activities, the Mahatma Gandhi Peace Initiative, and a Student Support Center which assists with in-school exclusion and alternatives to suspension. We also have an Alumni Association, chaired by State Representative Gil Romero, and maintain many partnerships and networking opportunities with businesses and other community resources.

Participants in the Amigos Project include Risley Middle School students, staff, administration, parents, area senior citizens, business and community partners, Bradford, Parkview, and Fountain Elementary Schools, East High School, Pueblo Family Center, Boys and Girls Club, Park Hill Christian Church, Belmont Senior Care Home, St. Leander's Church, the Mahatma Gandhi Peace Foundation, Risley's Alumni Association, Tom and Louie's Cupboard, and many community health organizations.

The Amigos Project at Risley has been evolving. Changes in our delivery system and other areas over the past four years have required flexibility and responsiveness to evolving need. The Amigos Project, and other service entities within Risley, have responded admirably.

PROGRAM GOALS

The goal of the Amigos Project has always centered around providing opportunities for our youth to find ways to contribute meaningful service to the community and to learn from that service, as well as to build contributing, caring, productive, involved citizens. The Amigos Project made a conscious decision that we needed to see positive changes in society and that that change must begin with us. Random acts of kindness and senseless acts of beauty became a guiding principle. By being involved in the community we can better understand and meet the needs of the community for the good of all.

PROJECTS

Goals around specific projects have generally been met within the Amigos Project. The following is a summary list of those activities which provided the action agenda for the past year.

- Graffiti Paint Out: Amigos students painted over graffiti in our community throughout the year working with the Pueblo Family Center and the Boys and Girls Club. It was an effective way for our new students to bond with other school organizations.

- Community Amphitheater: Construction continued on this outdoor classroom/community forum stage and seating area on the campus of Risley.

- Open House and Parent Teacher Conferences: Amigos coordinated the talent entertainment for our Open House and were responsible, with student government, for hospitality in welcoming and guiding parents for the conferences.

- Amigos Clothing Bank: In our community school, we identified a need for clothing. We housed the clothing bank at a nearby church. Amigos gathered and sorted the clothing for this year long project. Our neediest students and their parents were among the beneficiaries of this Amigos managed program.

- Senior Citizen Week: Seniors were represented in our classrooms and engaged in intergenerational conversations with our students. They worked with our students on art projects and closed the activities with a "Senior Prom" dance and social.

- Thanksgiving Food Drive: Our students assisted at Tom and Louie's Cupboard, a community project that involved local churches, adults, and youth gathering, sorting, boxing and delivering food to those in need.

- Bear PAWS Awards: Throughout the year, Amigos promoted positive student behavior. Whenever a staff member saw a student doing something positive, that student was issued a Bear PAWS Award and students were recognized for being positive role models.

- Attendance: Amigos promoted daily attendance through the year long monitoring of grade level attendance charts which were posted daily in the front foyer. Increasing attendance was our main goal for the year when we became a School-wide Title I building.

- Peace Initiative: Throughout the year, Amigos promoted peace within our school. Students painted posters and banners that hung in our hall. May was designated

Peace Month and an assembly driven by a group from a local church presented program to our students. A peace mural was also created. Pledge cards and peace activities occurred throughout the year and we worked in conjunction with the Mahatma Gandhi Peace Foundation.

- Risley Clean Up Day: We set aside a Saturday to clean our school. Our students worked with 60 students from a nearby church. Together, we planted trees, and cleaned the interior of the building, as well as the entire campus.

- El Cinco de Mayo Talent Show: Our school is primarily Hispanic and May 5 is a very important cultural day in our community. Amigos worked with students who auditioned for the talent show sponsored by Amigos. The performances were attended by the entire community following three weeks of organization.

- Extended Learning Program: During the second half of the year, Risley sponsored a tutoring program after school for those students needing additional help in reading and math. Other curricular offerings were also assisted. Students met from 3:00 to 4:30 on Monday through Thursday and on Saturday. This extension program helped innumerable students from receiving failing grades in their main academics.

- Health Fair: The main project of the year was the Risley Comprehensive Health Fair. It was held on May 27th in our gymnasium. Twenty-seven different organizations participated in the fair with 49 presenters in the various booths. Students from our feeder schools, Risley students and parents, staff, and the community at large participated in this event. Student and participant assessments were conducted. Some of the community partners involved in this event included: Pueblo City-County Health Department; Pueblo Metro D.A.R.E. Unit; Parkview Medical Center; Centura Health & St. Mary-Corwin Hospital; American Heart Association; Qual-Med; American Cancer Society; Colorado State Patrol; Pueblo Community College; District No. 60 Health Academy; Pueblo Eye Center; Pueblo Athletic Club; Pueblo Eagle Cadet Squadron; and Academy Allergy, Asthma, and Immunology Center.

ASSESSMENT

Activities were assessed through written reflection, surveys, and exhibits at various school and state events. Evaluation forms applied to the Health Fair and the Extension Learning Program. Our involvement with the Southeastern Colorado Regional Action Team also provided some assessment of our program value.

CHALLENGES

The Amigos Project began the year structured within the academic day allowing more students to access it through a regularly scheduled class setting. Evolving needs of the entire school climate, however, had us restructure and eliminate the Excel Period which is where Amigos was located within the delivery system. This placed the Amigos Project back into an extracurricular format and curtailed numbers of actively involved students.

Other challenges Risley faces on an annual basis center around the attendance rate and the community reaction to that. We struggle with ways to increase the value of education and attendance with our parent population.

REFLECTION

The Amigos Project continues to receive the full support of the Risley

administration, staff, students, and involved parent population. In addition, we are supported by the district superintendent, school board, and all associated community agencies and entities involved with the program.

While funded through the state grant, the Amigos Project would continue, in one form or another, through the eventual ending of the grant period. Active research for funding sources through other grant opportunities and/or the channeling of funds from existing grants would assure a service learning component at Risley Middle School. As a *Carnegie Turning Points* school, Risley understands the necessity of this component in the development of active, productive citizens so essential to the growth and development of our society. Partnerships will be explored with local businesses and service organizations for adoption and financial support to ensure the continuation, growth, and expansion of our program.

Partnership with the Mahatma Gandhi Peace Foundation of Pueblo has continued to develop and this alliance is sustained. We are also represented on the Board of Directors of the Boys and Girls Club of Pueblo County and worked in conjunction with that organization to host a Walk Against Violence early this spring. Service learning and contributing to the community will remain a viable part of life at Risley Middle School.

In this age of shrinking dollars, the need is there for us to prioritize programs, projects, and policies. Providing service to the community and building ties with agencies and entities outside of our immediate academic community is not, however, an area that our multicultural and diverse society can afford to ignore as our society grows increasingly complex. Risley stands committed to service learning.

Walt Clark Middle School

"L.U.L.A.C. Club"
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Contact: Patricia Podriquez

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$2,000	43	2	40	50

PROGRAM DESCRIPTION

Walt Clark Middle School includes grades 6-8 and is located in Loveland Colorado. The Loveland community population is 44,291 with an 8% population of Latinos/Latinas. Nine hundred students attend Walt Clark, one of four middle schools in Loveland. Five percent of that population is students who are Latino/Latina. There are 20 members of the L.U.L.A.C. Club. Twelve of the students in grades 6-8 were involved in this extra-curricular, community learn and serve project. The population of L.U.L.A.C. is 98% Latino/Latina and the children who attend the pre-school are of mostly multi-ethnic backgrounds.

The L.U.L.A.C. students tutored preschool students two days each month from January through May. They also provided the preschool students with holiday "goodie baskets" full of toys, small items of clothing, and candy and school supplies three times during the semester. Over the course of the semester the original project changed some. This was an after school activity and it was difficult to get students to consistently commit to attendance at tutoring sessions.

PROGRAM GOALS

This project was to focus on the "big picture" around citizenship and provide service to the community. The three primary project goals were the following.

1. To provide an opportunity for Latino students to participate in an extracurricular activity because many of them are not involved in their school.
2. To increase school success, achievement, and interest in education as citizens of the community through the integration of academics and service.
3. To increase the L.U.L.A.C. student's realization of the needs of all segments of society and their ability to help by visiting less fortunate, low income preschool children, some with special needs.

This learn and serve project reinforced the importance of education for all ages and helped create a sense of community between L.U.L.A.C. students and the Early Childhood Program. All of these goals were achieved. However, the L.U.L.A.C. students who were involved were not in danger of dropping out, or really "at risk." They were experiencing school success. The students we really intended to become involved, for that reason, did not attend consistently.

PROJECT

- Tutoring Preschool Students: The L.U.L.A.C. students tutored Headstart preschool students two times each month during second semester, and purchased and delivered to them goodie baskets three times during the semester. They also bought coffee mugs for volunteers. The students who consistently attended tutoring sessions did enjoy working with the younger children. They realized they could make a difference in their community by providing service to others. The preschool students benefited from having an older mentor visit them and provide them with excellent modeling, encouragement and goodie baskets. In the spring, two L.U.L.A.C. students attended the Colorado Learn and Serve Conference to increase their understanding of service learning and to share that information with their organization.

ASSESSMENT

We did not do the formal assessment we had originally planned at the conclusion of this project. One of the sponsors was not at Walt Clark the final month and the other sponsor became too busy with her responsibilities related to finishing the school year to administer the survey. We did conduct group discussions at meetings to reflect on the experience and share thoughts and feelings about service learning. During a L.U.L.A.C. brainstorming session at the end of the school year, students decided they would like to continue to work with the preschool students at least once a month, but they did not want to give them "goodie baskets" because they were too much work and they thought it would be better to focus on the relationships they could build, not the treats they could provide.

CHALLENGES

A huge barrier L.U.L.A.C. students and sponsors confronted was lack of commitment by the L.U.L.A.C. members to work with the preschool students on a consistent basis. Finding the time to take the students shopping for the "goodies" was difficult also. To overcome these two obstacles, we took the students out of class during the final period of the day to shop. We also called them down to the office before school was out to be sure they didn't forget to stay for tutoring. This was not the best solution as it took the responsibility away from the students.

REFLECTION

This was a difficult year to attempt to take on this learn and serve project. One of the sponsors was trying to juggle two jobs in one school during the fourth quarter. She was expected to fulfill her responsibilities at Walt Clark and complete registration duties and planning for her position at the new middle school. Her time was limited to assist with L.U.L.A.C. The other sponsor teaches art and has a huge show every spring which occupies much of her time.

If we were to attempt this project again next year, we would involve more parent or teacher volunteers. We also would also recruit more Latino/Latina students who would benefit from the opportunity to be involved in service learning. Hopefully, Walt Clark will have an exploratory period in the actual school day next year so this L.U.L.A.C. Club can improve the attendance for tutoring the preschool students. Trying to meet after school was not too successful. The L.U.L.A.C. members who did work with the preschool students really did enjoy themselves and they all benefited from the experience.

West Middle School

"West Middle School Service Learning Program"
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Contact: Karen Hickey, Counselor

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	522	30	4,664	245

PROGRAM DESCRIPTION

West Middle School is located in a culturally and ethnically diverse neighborhood in the oldest part of Aurora. Our racial composition includes 44.9% students who are Latino/Latina, 26% students who are African/American, 24.7% students who are European American, 2% students who are Asian American, and 1% students who are American Indian. The area has been changing from a middle-class to a low income neighborhood, consisting of predominantly single parent families and extended and multiple families in the same residence. There is much crime and illegal activity in the community. The school has a high mobility rate: this year 320 students enrolled at West during the school year and 338 students withdrew (for a total population of 763). The school, with its commitment to student success and student involvement, is a pivot point of the community. The school is vitally important in the lives of most students.

The West Middle School Service Learning Program involves sixth graders from all four academic teams and students in grades seven and eight and special education. The students consistently involved in service learning are chosen in relation to the racial and ethnic composition of the school. They are from different races, various nationalities, and both sexes.

There have been several changes in the service learning program from last year. The Bridges Oral History Project and the Senior Day Care Project were discontinued due to logistical difficulties and scheduling problems. The Environmental Team was created to work on beautifying West Middle School's buildings and grounds. The Books-for-Shelters Project added a new component, a peace mural for the school. Few changes have taken place this year in the bike shop, elementary tutoring, West Pride and the recycling projects.

PROGRAM GOALS

The goal of the service learning program has been to involve substantial numbers of West Middle School students in learning activities which are designed to provide benefit and service to the community. We adhere strictly to the two components: 1) students learning new ideas, skills, approaches, and techniques; and 2) students putting those ideas, skills, approaches, and techniques into practice in the form of projects to benefit various groups and individuals in the community. Each student takes part in learning and then serving.

The staff members and volunteers feel that the students have done a good job of achieving the goal. The service learning projects are very popular and students are eager to participate. Student responses on the Colorado Learn and Serve youth survey showed strong student satisfaction with their service learning experiences.

PROJECTS

West Middle School's Service Learning Program includes several projects.

- Kenton Tutors: The tutor program took place at Kenton Elementary School, located about six blocks from West. The program started in March and ran through May. Twenty-five of West's 6th graders went to Kenton, five students each day, for an hour five days a week. This made a total of 36 days of service. Each student worked as an individual tutor with one second grader for 1/2 hour and then another second grader for 1/2 hour. Kenton's goal is to provide time and opportunity for literacy instruction; as part of this the West tutors worked on reading and writing skills. Mrs. Iddings from West and Ms. Dambrosky from Kenton collaborated on this project.

  Before going to Kenton, West tutors had four hours of after school instruction on tutoring methods, understanding young children's needs and behavior, promoting self-esteem, motivating youngsters and keeping them on task. The teacher helped the tutors learn how to approach a reading assignment and plan strategies in working with each student. West students rode a school bus to and from Kenton Elementary; funding for the buses came from the service learning grant. Kenton staff and students showed their appreciation for the West tutors by giving them daily treats, hugs, and thank you notes. The tutors also received certificates of community contribution at West.

- Books-for-Shelter Project: Starting in January, 80 students from Team 61 worked on the Books-for-Shelter Project. For this project, they learned about writing especially for children, they wrote their own book, and the book was bound. Eighty completed books were delivered to St. Andrew's Shelter, near school, by Team 61. Students toured the shelter and learned about the services provided there. West received a wonderful letter of thanks from the shelter that emphasized the need for these children's books. The quality of the books was very professional; staff members at West who saw the books considered many of them publishable. Not only were the stories creative, the students' illustrations enhanced the books' messages. Every student's story had to teach a lesson, at a child's level. Materials purchased through the service learning grant made it possible for students to study children's literature in depth and contributed to the high quality of the students' products.

  These students also did a large peace mural for the hallway at West Middle School this year. Each person provided an individualized hexagon for the mural on the theme of "When people work together for peace." This is very attractive!

- Bike Repair Shop: West Bike Repair Shop students learned to maintain and repair bicycles in the fully equipped bicycle shop located in West annex. The bike shop met for an hour each week for four weeks. During the 1997-98 school year 67 sixth grade students completed the sessions. This involved 16 separate classes and two volunteer instructors.

  Bike shop students worked on their own bikes some of the time, on bicycles belonging to other West students, and on bicycles donated to West by the Aurora Police Department and by private individuals. Students put into practice in the shop skills that they learned in the classroom: communication and cooperation, conflict resolution, math skills, logic and reasoning, collecting and analyzing data.

The bike shop gave away 20 bicycles at West's Cinch de Mayo Festival. These bicycles went to West students who didn't have a bike. Almost every student who entered the drawing received a bike. Four more students were given bikes during the month of May, as the bikes were finished in the bike shop.

The Downtown Optimist Club of Aurora sponsored the bike giveaway. Bike Lovers' Place bike shop donated 50 water bottles for West students that day.

The bike shop is an excellent example of a School-to-Career program. Students blend classroom learning with skills related to the work world. They learn cooperation, teamwork, dependability, problem solving and decision making. They are responsible for their finished product. The service learning grant funding made the bike shop possible by providing equipment and supplies.

- Recycling Project: In the recycling project West Middle School students collected newspapers and discarded office paper from bins located throughout the buildings, on a weekly basis. The paper was consolidated and picked up for recycling by Waste Management of Colorado. The project included all classrooms and offices at West. Ten students were involved in this project. Bins were provided for discarded paper that could be used for practice by students in keyboarding classes. Aluminum cans were collected and the profits were used for small improvements around the school. West also has a used clothing/shoes project. This year we collected soccer equipment and uniforms for our school's soccer players. We also collect and reuse hundreds of plastic grocery bags and metal hangers.

- West Pride: West Pride has a group of students, called "West Pride," who complete projects to make the school a better place. They raise and lower the flag every day, put up and take down information on the school's sign board in front of the building, and clean up the school grounds on a regular basis. This year they were also instrumental in getting new letters for the West Middle School sign.

- Environmental Team: The main purpose of the environmental team was to have projects to enhance and beautify the appearance of the school and grounds. This year they sponsored Earth Day. Approximately 220 students were involved in totally cleaning up and improving the school area – cleaning leaves and dirt out of the water runoff ditches, digging out the flower beds, trimming bushes and shrubs, collecting all trash from the area and depositing it in the dumpster, planting four trees (including a Memorial Tree in honor of students' deceased family members and friends). This was also part of the City of Aurora's Sparkle Campaign to beautify the city. More than 200 bags of trash were collected. The assistant principal treated several key workers to a pizza party in recognition of their service.

  There was an internal component to the Earth Day cleanup also. Students cleaned out notebooks, lockers, classrooms, storage areas, and the bike shop as part of the project.

ASSESSMENT

Each project had its own assessment. Students in the Kenton Tutors Project did a self-assessment of their work. Students who took part in the Books-for-Shelters Project evaluated children's literature and their own works. Students in the Bicycle Repair Shop brought bicycles into their classrooms telling fellow students about bicycle parts/functions and about bicycle repair techniques. They also took a pre- and post-test on bicycle parts and terms.

ACCOMPLISHMENTS

Each of the projects balanced learning with service. In particular, the Kenton Tutors Project, the Books-for-Shelters Project, and the Environmental Team connected service with the community to Colorado Content Standards. Students participating in the Bike Repair Shop and West Pride Projects learned career related communication and leadership skills.

Our most obvious accomplishments were as follows. Students at West Middle School provided tutoring, created 80 professionally completed and bound books, repaired more than 20 bicycles, cleaned the school's internal and external environment, planted trees, and obtained new letters for the West Middle School sign.

CHALLENGES

The service learning projects have had a number of challenges. Two programs, the Bridges Oral History Project and the Senior Day Center Project, were discontinued due to logistical difficulties and scheduling problems. Two staff members who had hoped to help with service learning were not able to due to their busy schedules. Two bike shop volunteer instructors accepted employment and were unable to continue in the program. Another bike shop instructor did not have a driver's license and missed a number of sessions. Luckily a new volunteer was able to teach double classes.

One of our biggest challenges was getting access to Colorado Learn and Serve approved funds. Our school's bookkeeping system made access to service learning funds very difficult which was a real handicap for us for part of the year.

REFLECTION

Our partnership involves Kenton Elementary School, St. Andrew's Center, the Downtown Optimist Club of Aurora, the Buckingham Optimist Club, the Rangeview Optimist Club, the Aurora Police Department, the Aurora Fire Department, West PTA, the Bike Path, Bike Lovers' Place, J & B Imports, the Del Mar Parkway Neighborhood Association, and Waste Management of Aurora.

These groups and agencies provide opportunities for service learning projects and provide much volunteer help and support. However, they are not able to provide a lot of financial assistance.

In terms of sustainability, we plan to ask the newly developed West PTA school fund for money to sustain service learning in case grant funds are decreased or curtailed. We are also working on cutting expenses as much as possible, and using our resources to the fullest. Financial assistance from the school system would be beneficial.

Colorado Learn and Serve

High School Programs

Cañon City High School

Cañon City High School
1313 College Ave.
Cañon City, CO 81212
(719) 269-6200
Fax: (719) 269-6219
Contact: Mariellen Marino

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$7,500	1,050	1,525	32,851	32,851

Information on this program for the 1997-98 grant cycle was not available. The following is the program profile from 1996-97.

PROGRAM DESCRIPTION

Cañon City High School continues to enlarge its commitment to service learning by augmenting its existing programs within the curriculum. Fremont RE-I School District, located in Fremont County, consists of six elementary schools, one middle school, and one high school with an enrollment of 3,917. The total population of the county is 40,000 with more than half of the residents living in the Cañon City metropolitan area. Approximately 12% of the population is minority with 35% retired. According to the Colorado Department of Labor, county per capita income is $10,150 ($8,057 below the state average). The largest industry is corrections with 14 major state and federal prison facilities in the area.

The office of the Service Learning Coordinator is located in the high school. The office receives phone calls each month requesting community collaboration. The initial enrollment as of September 1996 was 1,137. Our high school drop out rate in the 16-19 age group is 5.6%. All departments of the high school, with selected departments of the elementary and middle schools, offer service learning integrated into the curriculum. Therefore, all students have varied opportunities in which to become involved in a project. Our goal each year is to involve more classes and instructors.

A strong commitment to service learning is reflected in Fremont RE-I School District's mission statement, which is:

To develop compassionate, responsible, independent and productive citizens through a quality education.

Our goal has been to continue to incorporate service learning directly into the curriculum for the entire student population. We wish to continue to address community needs. Our program truly encompasses all areas of the school.

Participants include students from the following classes/organizations: Spanish, French, English, Biology, Journalism, Speech and Debate, Art, Life Sports, Drama, History, Special Education, Drafting, JROTC, Welding, Civic Responsibility, Tiger Elite, FTA, FBLA, FCCA, Environmental Club, Student Council, Student Service Advisory Board, EPYICS, Thespians, Peer Counseling, VICA, Individualized Learning Academy, Key Club, Nation Honor Society, Adult Volunteers, Science, Math, Social Studies, Reading, Study Hall, Alive to Strive, Advanced Computers, Advanced Drafting, Yearbook, and Journalism.

The nature of service provided is as varied as the list of participants. Services include: visiting with the elderly, making blue prints for the new computer lab, planting new trees for the Ecology Park, testing river water for contaminants, writing essays about homelessness, recycling for Special Education, cleaning up the parks for Apple Blossom Weekend, Color Guard presenting at the Colorado Rockies game, Honor Guard presenting at funerals, placing and picking up flags on National holidays at the cemeteries, collecting food for the needy, making and delivering food baskets at Christmas, teaching American Sign Language, doing lift-a-thons for various charities. The students in Student Service Advisory Board have learned how to write and evaluate a grant as well as learning about non-profit organizations in our area. The drafting department seniors do projects each year for our community. These students revise blueprints, do surveys for architects, and work on other drafting and design projects.

PROGRAM GOALS

Our overall program goal assisted our school in continuing to incorporate service learning directly into the curriculum for the entire student population. Additional goals included the following.

1. To continue assessing community needs.
2. To continue informing Southeastern Colorado with "Aware and Share" which assists other schools in defining their service learning programs.
3. To begin collaborating with other schools and agencies, enhancing the support and public awareness already received.
4. To enhance the media relationship for our school.
5. To enhance the recognition program currently in place for all students.
6. To continue collaborating with elementary and middle schools, Pueblo Community College, University of Southern Colorado, and other educational institutions.
7. To continue utilizing the computer to track students' service learning projects enabling them to graduate with a complete record of such accomplishments.

PROJECTS

We facilitated over fifty new projects this year, but many projects are used year after year to instill a service learning methodology. As mentioned previously, several academic disciplines include various service learning projects within their curricula.

- Peer Counseling: Our Peer Counseling program is in its 15th year. This program uses seniors that have been trained in counseling to interact with underclassmen who are in need of their services.

- Service Learning Video: We have produced a video and a slide show on Cañon City High School and our unique service learning program. We have produced brochures, posters, journals, essays, portfolios, and exhibits. We are very proud of our service learning program and are not afraid to talk about it.

ASSESSMENT

We use ongoing assessments of our service learning program. We have done surveys with the school involving both staff and students. We have had community leaders work closely with our program and let us know how we are doing. We have had administrators check our progress, and we also carry out a number of progress self-checks.

In general, I feel that we are continuing to meet our goals. We have done a major survey of the student body. We have assessed the community at large for applicants for the El Pomar Foundation Youth in Community Service grants. Next year, we will be teaching a class on that application process.

ACCOMPLISHMENTS

Through the Ecology Park, we have become involved with the Soil Conservation District, the Industrial Compliance Board, the Bureau of Land Management, and several private companies that have donated materials and labor. The Ecology Park is on its way to becoming a model for service learning in the state. It has received national attention with the winning of the President's Youth Environmental Service Award as well as recently winning the "Kids Who Care" Award. This past April, our students were invited to Washington, DC, to present a video on the Park and receive an award. The Regional Action Team for the southern part of Colorado also produced and distributed a video on the park.

CHALLENGES

We still lack sufficient time for the completion of our projects and are searching for more adult volunteers and teaching parents for some of our programs. We lack computer skills and programs for the adult education program, but we are working on remedies. The instructors at Cañon City High School continue to come up with new ideas for implementing service learning in their classrooms. After each new project, more and more teachers see the advantage of using service learning as a teaching method. The ecology park has opened up many new avenues of service. Overall, the greatest challenge is finding time and resources to implement these ideas.

Another hurdle was securing funding for some of the projects. The Service Learning Coordinator continues to look to the community and businesses as funding prospects for new projects that address community needs.

REFLECTION

What a wonderful way to work — surrounded by a wonderful administrative staff, teaching staff, and truly great students. Service learning brings out the best in everyone.

Centennial Alternative High School

"Service Learning Program"
Centennial Alternative High School
330 E. Laurel St.
Fort Collins, CO 80524
(970) 221-2920
Fax: (970) 484-8037
Contacts: Donna Deschenes and Bill Baker

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$7,000	800	150	3,500	3,640

PROGRAM DESCRIPTION

Fort Collins, located 65 miles north of Denver along the Front Range, is still mainly a college town with Colorado State University the major employer. The population of Fort Collins is approximately 110,000 including the surrounding suburbs (Chamber of Commerce) with 5.5% of the households identified as Hispanic and 5.6% of the households of racial origins other than White. At Centennial Alternative High School, 27% of the school population is Hispanic while 9% of the students are from racial origins other than White. These figures represent a significantly higher incidence of racial diversity than in the community population. Approximately 17% of the Fort Collins population is below the poverty line with a 17% illiteracy rate (1990 Census).

At Centennial Alternative High School, 90% of the students qualify for free or reduced lunches and the drop out rate was 38% for 1991-1992 compared to the 3.2% total drop out rate for the school district. Many of the students were unsuccessful at one of the three comprehensive high schools. These students see Centennial as their last chance to acquire a high school diploma. The high school also houses a district-wide special education program providing services to students with severe emotional disorders. This program offers services from a self-contained classroom to full inclusion-consultative services to approximately 30 students. Each of these students participates in the service learning activities as part of the program's inclusion model.

Through the service learning program, the Centennial students once delegated to regimented classroom activities have been successfully integrated into many service learning projects. In some cases through participation in service learning projects, these students have become leaders and spokespersons for the program.

PROGRAM GOALS

The overall goal was to develop a long range service learning program for Centennial Alternative High School and the Fort Collins community which contains elements of education, skill building, environmental and natural resource rehabilitation, and partnership. Another goal is to provide students who are "at risk" with a place and an opportunity to benefit from experiential learning, challenging activities, and working with community volunteers.

PROJECTS

The service learning program at Centennial High School has evolved from an "add on volunteer program" to a school norm.

- ECO-Warriors: The ECO-Warriors Project focused on recycling, working only in the neighborhood area, with elderly in the neighborhood, and producing a periodic newsletter. The ECO-Warriors provide free, twice weekly pick-ups of recyclable materials from over 200 households in the Centennial Area Neighborhood during the school year.

- Current Issues Class: The Current Issues Class concentrated on social issues working mainly with Food Distribution, Environmental Learning Center, Respite Care, and Elderhouse. These projects were done one at a time with one agency. One project involved the Native American community and the needs of the reservations. A link was forged with Lewis Trujillo, Executive Director of Nightwalker, an organization which collects and distributes clothes, books another supplies to the Navajo reservation in New Mexico and Arizona. Students studied the culture and people of that region. They also assisted Nightwalker in its fundraising efforts by helping to load trucks at the warehouse, sorting clothing, making pick-ups and collecting clothing through the school drive.

- Elective Weeks and Special Service Learning Days: This project was facilitated along with other classroom integration by the Service Coordinator, the Video Production Instructor, and other staff. Activities included "Earth Day" at the Environmental Learning Center, a joint project with Colorado State University, AmeriCorps* and Youth Conservation Corps. Another special activity was the Service Learning Day, February 7, 1997 in which the entire school participated with 18 agencies performing over 522 hours of service. The video production class produced a video of the day which has been shown on the local cable channel. This video was also shown at the past Colorado Service Learning Conference in Denver. Students did all of the camera work, narration, editing and graphics for these videos.

- Road Scholars: Road Scholars involved students and teachers traveling to Utah to expand their understanding of other cultures and environments. This year, students and teachers went on two Road Scholars trips — the first, a return trip to the Sanostee area on the Navajo Reservation and the second, a geologic and scientific trip to Moab, Utah. The success of this approach has been due largely to pre-trip preparation and prior service participation by the students. Academic knowledge of Native America culture gained through classroom instruction was enhanced and applied during an actual reservation tour in which students experienced cultural rituals, Native American cuisine, and immersion in Navajo daily life. They also saw the results of their team effort in many service projects. Projects accomplished on the trip required students to apply basic skills of landscape construction, preparation of fields for planting, building a corral and fence, introducing a recycling project to a group of Navajo students, and assisting elementary students in a school reading program. On the second trip to Moab, students studied natural formations and geologic terrain around the Arches National Park area. They camped nearby at Big Bend Campground where daily service projects were performed to assist the park service. They also worked with the local Chamber of Commerce in roadside clean-up, park maintenance, flower planting, and clerical office work. Students spent six weeks studying particular themes and social issues prior to these trips.

ASSESSMENT

Centennial High School was selected as one of the 40 "intensive study sites," a formalized evaluation of the project conducted in cooperation with Abt Associates and Brandeis University for the Corporation for National and Community Service. This intensive evaluation was developed to measure the impact of the service learning program on the participants and communities where the project operates. There are three components to this particular evaluation: Participant Impact Study, Community Impact Survey, and Program Operation and Practices

In addition, the Centennial High School project participated in the establishment of the national data reporting system, the Evaluation Information System (EIS). This data was collected from every commission funded project. The data gathered in this assessment included a comprehensive program description, numbers of participants, and types of service activities. A data system is in place to collect information on numbers of participants for each project, ethnicity, gender, dates of participation, and hours served. This information assists in the preparation of yearly reports for the commission and for the ongoing evaluation.

The Current Issues class uses a planning, training and reflection component. The assessment in the class is done in four areas: journaling, reports or stories, reading assignments, and oral discussions. Reflective papers must meet state and district standards for written essays. Topics focus on the importance of service, connection to the classroom and standards, and personal growth. Other forms of assessment include journals that contain a directed question to be answered in a five paragraph essay, group reaction and discussion, personal reaction papers, and evaluation questions. In some cases, students designed recordkeeping systems to track progress. In other instances, they designed evaluation forms to be completed after every service learning activity to assess reaction and participation.

In the Video Production class, assessment may include the actual production of the video as well as skills gained, in depth coverage of an issue, background and research information obtained, checking of sources, and ability to present topics. Students participate in weekly interviews and program updates in addition to the production of videos. During the weekly show, students must meet writing standards on all scripts, display interview skills, design graphics, and demonstrate proper use of equipment which train students for actual field production.

Students working on the Recycling Project maintained project data which indicated that through their efforts they have saved over 1,000 cubic feet of landfill space in the past year of operation. This information was discussed with the classes which may use the information for further research or reflection on positive results of the students' service learning efforts. Sharing information provides students with positive feedback and pride in their projects.

ACCOMPLISHMENTS

Centennial Alternative High School students have the opportunity to develop hands-on skills that combine academic learning and experiential applications with team efforts. Students acquire and apply basic skills of landscape construction, urban wildlife habitat; expanding recycling efforts; assisting younger students in developing and installing an elementary school playground and landscape project; and providing services to the elderly.

Through the integration of academics and service, youths who are "at risk" have demonstrated greater success, achievement, and interest in the application of the classroom material. One student, Joe Tarralbo, made a career choice to pursue service through the Youth Conservation Corps program during the summer. He was instrumental in assisting in many wildlife and environmental projects connected with

Earth Day and the Current Issues class. Two other students in the Video Production class decided to pursue careers in that field in a post-secondary school. Because of the work on the service videos, one of the students was hired to produce a video for the school district and works on the media crew for the district.

CHALLENGES

Major drawbacks included the following.

- Limitation of overall school/staff involvement. Many teachers felt that service learning was not a part of the academic curriculum and standards.
- Lack of interagency partnership. Much work was being done in connection with one agency providing one project at a time.
- Need for more joint planning/implementation to avoid duplication of efforts.
- Lack of effective communication and marketing plans that could clarify the program to outsiders and the school informed.
- Need for a better, broader professional development program limiting the number of teachers and staff involved which would contribute to the success of service learning programs.

Vocational skill development continues to be a high priority in the Centennial Alternative High School program. Some students were successfully employed in the community with little or no support. However, many students with emotional disabilities continue to experience significant problems obtaining and maintaining employment due to their disability. Many of the activities in which the students participate were designed to build skills in the student and to connect the student to the community. Sometimes this becomes a difficult task due to the student's inability to maintain long term consistency in any one project or activity.

REFLECTION

Service learning has become a vital part of the teaching core for development of students into responsible, self-reliant, independent, contributing members of the school and the community. The intent of this project is to provide students with the benefits of a service learning project as well as providing vocationally oriented training as a lifelong and useful skill. Further, the school and the community benefit in the beautification of Centennial's historical school grounds and neighboring park; in the development of a community recycling program, in the development of an elementary school playground and landscape project; in the preservation of natural wildlife areas, and in the young people becoming empathic and compassionate lifelong participants in service projects.

A program like this can only be successful and continue with funding for personnel, equipment, and supplies. Due to the success of this project, a half-time position has been added to the staff for service learning coordination, ensuring that the program will expand into the mainstream curriculum and integrate into more classes. It is still necessary to seek additional funding for more staffing and transportation costs.

Cherry Creek High School

"Green City Data Project: Partners at Work"
Cherry Creek High School and Cherry Creek State Park
9300 E. Union Ave.
Englewood, CO 80111
(303) 486-2276
Fax: (303) 755-2981
Contact: F. Raylene Owen

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$4,500	203	50	3,500	2,000

"Let us leave a splendid legacy for our children...let us turn to them and say, 'This you inherit: guard it well, for it is far more precious than money...and once destroyed, nature's beauty cannot be repurchased at any price.'" Ansel Adams

PROGRAM DESCRIPTION

Science educators of the nineties have been charged with the goal that by the year 2000, students in the United States will be first in the world in mathematics and science. Colorado 2000 reminds us that one of our state's objectives is to strengthen science education. Colorado 2000 agrees with the American Association for the Advancement of Science in that, "emphasis should be placed on ideas and higher order thinking skills, critical thinking and problem solving." Green City Data Project provides a hands-on way to accomplish these goals. Green City is also a valuable vehicle to foster student achievement of the Cherry Creek School District's Proficiencies and the Colorado State Standards.

Cherry Creek School District is the third largest district in the state and is one of the fastest growing. Enrollment is expected to reach 40,000 by 1999. The district was honored for having an academically solid curriculum and a variety of high school programs and options. The socioeconomic status of our population area is middle to upper middle class. Even so, there is a significant number of average to below average students who still "fall between the cracks." Almost 10% of our students are eligible to receive free/reduced meals. 472 students are certified as ESL (English as a Second Language), with 33 languages represented. Our enrollment consists of 15.45 % minorities. The community is very supportive of education. Cherry Creek High School (CCHS) is one of five high schools in the district. There are 204 certified faculty at CCHS and the student enrollment in grades 9-12 is 3700. CCHS is located next to Cherry Creek State Park. The Park provides CCHS with a unique living laboratory in which to do field studies.

Green City Data Project pairs a natural area and naturalists with a school; hence, the partnership of CCHS and Cherry Creek State Park was born. Green City gives students an opportunity to experience hands-on field biology by doing real and necessary research. Green City students are better prepared to survive in the future work place no matter what careers they choose. Green City sends them out into the world with a keener eye, an ability to work as a team using the scientific method to problem solve, and a better insight into the living world of which we are a part. This is applied biology; stewardship to last a life time.

The following problems were identified at Cherry Creek State Park, our community partner across the street. What has been done to restore the native short grass prairie at the World Youth Day site? How much damage has been done to the critically endangered butterfly habitat on nearby Butterfly Hill? How can people be educated to mitigate and prevent further damage?

Students used scientific inquiry to try to answer these problems by: identifying the problems, collecting, recording and graphing data, writing a scientific report or paper, and presenting their findings before several audiences, such as Cherry Creek Park board and administrators, Green City Board of Directors, biology classes, and science fairs. Green City utilized community volunteers, especially Arapaho County Master Gardeners and Cherry Creek Student Achievement Resource Center for audio-visual projects. Community business people, such as Peak Surveys and Maps, Denver Zoo, Cherry Creek State Park, Division of Wildlife, Boy Scouts of America Explorer program, and Cherry Hill assisted the students.

PROGRAM GOALS

The program's goals were the following.

1. To provide a hands-on outdoor laboratory for environmental education where new skills can be learned in a cooperative manner.
2. To enhance basic skills such as reading directions, reading maps, math in action, English skills, speaking skills, and science principles.
3. To develop pride in using personal talents to benefit the team (artists, photographers, writers, naturalists are all needed).
4. To develop team work and leadership skills.
5. To provide the opportunity to work in the field with various professionals, especially from the natural resources and post-secondary educational opportunities.
6. To learn hands-on practical application of the scientific method and use of the data collected.
7. To increase awareness, knowledge, and understanding of urban natural areas.
8. To collect useful natural area data to support planning and management by cooperating agency and conservation groups.
9. To identify or learn about significant natural areas needing protection or acquisition and gain satisfaction from seeing this information applied to a good purpose.
10. To educate the public by making presentations to various groups of the findings from surveys and research.
11. To foster citizen stewardship of urban natural areas.

PROJECTS

The team worked on the following interdisciplinary research projects.

- Photography: Students recorded the seasonal changes and the biota through still photography, video photography, and rocket photography, using an aerial map of the project site.

- History: Students researched the history of the Cherry Creek State Park and Butterfly Hill and their relevance to the environment and biota seen today.

- Interviews/Surveys: Students made surveys from which to gather information from the users of the project site. Data will be used to design signs, formulate a management and restoration plan, and develop a program to educate the public on the preservation of the study site.

- Mapping: Students developed a map of the project site for soils, vegetation types, topographical features, and especially any abused areas.

- Ecological Interpretation: Students created a natural history, including species lists and relationships of plants and animals and chemical analyses and map of the soils.

- Career Exploration: Students learned about becoming a naturalist through field experiences, career shadowing, and career investigation.

Three Groups benefited from this project. First, many of the students involved in our Green City Data Project are in some way disabled or are "at risk." These students are often forgotten and services are not readily available to them. In Green City they have found a class in which they can be actively involved, learn job and work place skills, and serve the community by producing an end product. In so doing these students meet the Colorado State Science Standards and the Cherry Creek District Proficiencies. Secondly, we have the opportunity to develop a symbiotic relationship with the Cherry Creek Park staff. The Park does not have enough staff to research some critical areas. In order to formulate conservation plans for the future, the Park needs the information that these students research and compile. In return, the Park staff provided us with mentors and naturalists who will act as resource people to our students and who encourage the students to shadow them at their jobs. Through this opportunity a true school and business partnership is formed. Finally, there is a need to restore and protect Butterfly Hill and the World Youth Day sites. This can best be done through an educational program aimed at the surrounding community and the users of area. CCHS is part of this community. Community members such as businesses, adult volunteers, naturalists, and professors also acted as mentors and provided valuable resources to the students.

ASSESSMENT

The Green City Data Project emphasizes the end product just as an employer would. Teams do not simply go out into the field and see what is there. They must be able to tell others accurately about what they saw and how this knowledge can be applied. Students in the Green City Data Project communicated this information in five ways: 1) a site map; 2) a site report and natural history data forms; 3) a poster board presentation; 4) an oral site presentation at the project conference; and 5) presentations to student groups, community groups, and Cherry Creek State Park staff.

These five products fit the varied abilities and talents of the students and fill the different needs of the community. The above emphasize the importance of the students' work and introduce them to the world of the work ethic. Students have the opportunity to show the job skills that they have acquired. Teams practice presentation skills that could be used in zoning or land use hearings. The event and poster displays call the teams' work to the attention of the Park staff, the school, and the community. In addition students were responsible for attendance, passing plant and animal identification practical exams, and writing and reporting individual and team progress reports. This year's students made a video of their Green City accomplishments.

Successful completion of the above indicates the success of the individual student and the Green City Data Project at Cherry Creek High. Students took a pre- and post-test to monitor attitudinal and academic changes. Students wrote in their journals and wrote a self-reflective paper. Attendance records were kept to track students' attendance patterns. These activities also enhance the student's achievement of the District Proficiencies and Colorado Science State Standards.

The following are plans for continuing and expanding this program.

- Replicate this model in other areas in the Cherry Creek School District.
- Connect with the Campus Middle School, our feeder school.
- Work with Eaglecrest High School to continue the program and serve as advisor.
- Spend time developing more business and community partners.
- Develop meaningful community resources for field trips, i.e. Hudson Gardens.
- Campus beautification and creation of "living laboratory study gardens."

CHALLENGES

One of the major hurdles was getting the administration to support this type of class. There is a huge push in the district to increase the number and importance of Advanced Placement classes. In so doing the student that most needs the type of classes provided by Green City is overlooked. In order for me to teach Green City I have had to teach it in addition to my regular school assignment. As a result, I am carrying an overload and an additional class preparation without pay or time within the school day to do the work. I am committed to these students, and I see the great need for service learning, but I am overloaded. A second challenge faced by an independent study class was the competition from all of the other after school activities, from sports, to musicals, to medical appointment, etc.

Another challenge was transportation. I needed to be able to get my students to the study site without having to use up our time walking the 7 mile round trip. Allowing students to drive poses a liability problem, as does having adults drive them. Buses are not available at that time and are costly.

A fourth challenge was getting students excused from other classes so that they may attend field trips, and the Colorado Learn and Serve Conference. Generally, this type of student is not academically strong and other teachers are reluctant to allow them to be gone.

Another hurdle was that Colorado Learn and Serve required us to attend the Conference, but didn't inform us up front so that we could have budgeted for it. My department had to come up with shared funds to send me and my team. In addition, the program and the featured speakers were not geared to students needs or interests.

Finally, the amount of paper work that this Colorado Learn and Serve grant has required has been overwhelming for one person.

REFLECTION

This program is definitely worthwhile. I will continue with Green City for the 1998-99 school year, again teaching it as an overload. I am committed to this program. Several students will come back and continue their research. I have some funds from a School-to-Career grant and in kind support from the science department. School-to-Career is a great link with service learning.

It would help my cause if Colorado Learn and Serve would communicate the value of this type of program to my administration. These students get positive strokes, self-esteem, recognition, and learn that "THEY TOO CAN DO." This is hands-on, relevant, future oriented work. This learning will last a life time. Thank you for letting CCHS be a part of this program.

Conifer High School

"Buffalo Creek Service Learning Project"
Conifer High School
10441 Hwy. 73
Conifer, CO 80433
(303) 982-5276
Fax: (303) 982-5356
Contact: Judi Justus

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	250	50	2,000	150

PROGRAM DESCRIPTION

Conifer High School is a mountain school with 1000 students. It is two years old. It is part of the Jefferson County School District. Our population is rural and somewhat isolated. The Buffalo Creek Service Learning Project is part of the curriculum in 10 Earth Science classes, 10 Biology classes, and one Environmental Studies class. Participants are predominantly freshman and sophomores, with upper class students in the Environmental Studies class. Since our attendance area is in the territory of the May 18, 1996 fire, understanding the fire and coping with its aftermath was a natural addition to our science curriculum. We have designed a long term study (10+ years), that will include collection and analysis of data on the forest systems, particularly studying succession and human impact. We had originally planned to visit the site with all students at least twice. Snowstorms (fall and spring) and complicated school schedules prevented more than one visit.

PROGRAM GOALS

The program's goal was to benefit students while providing service to the community.

PROJECTS

To achieve our goal, we implemented the following five projects.

- Academic Opportunities: Students conducted field research on the recovery of the burn and flood areas. They applied concepts studied in their Earth Science, Biology and Chemistry classes, such as ecological succession, soil vitality, stream morphology, and water quality.

- Career Education: Students explored careers in such fields as hydrology, botany, community crisis management, forest service, public education, fire fighting, health services, and politics.

- Life Skills: Students gained experience in leadership, working with community, local government and business agencies. Students learned the importance of their involvement in maintaining the stability of a healthy community.

- Community Education: Students were leaders, teaching homeowners and other residents about wildfire prevention, restoration techniques and criteria for evaluating the health of landscapes.

- Citizenship Skills: The program aided students in their interactions with community members. It also helped students to understand the career and community service opportunities available in the foothills areas, and in Colorado statewide.

These strategies were all successful. In the 9th and 10th grade classes, the first and second strategies were especially emphasized. In the Environmental Studies class, all five areas were covered extensively. Students became strong community leaders.

All students collected soil, water, plant and animal data on every visit to the burn area. This data is being compiled to study changes over time and to give students experience with authentic research. This data has been shared with other schools, the Forest Service, homeowners' associations, etc. We have provided a large labor force for data collection and a service of data dispersal. The students have learned better research techniques with first hand experiences in the field. They have taken this data and learned better analyzing, synthesizing, and concluding skills. This has included extensive graphing and writing practice.

ASSESSMENT

Our assessments are ongoing since it is an integral part of our curriculum. They include a compilation of data that is shared with partnership and sponsoring organizations and other related environmental groups; presentations at conventions (NSTA and Service Learning); presentations to local community groups; and student leadership in school and community groups. Learning outcomes assessed are writing, math, graphing, and analysis skills. Every student has a Buffalo Creek Burn Area field notebook that is used throughout their four years of science at Conifer High School. From the data in this notebook, they must create and analyze graphs, write comparative essays and summations about the health of various areas.

CHALLENGES

Weather was a major hurdle and we will attempt to overcome that in the future by scheduling our fall trips earlier and our spring trips later. To overcome conflicts with a complicated school schedule we took trips to the burn area on weekends with smaller groups of students.

REFLECTION

It is absolutely essential that we sustain this program and we will do it with student fees, the school budget, and additional fund raising. Since it is a standards-based part of our curriculum it will remain until the forest is reclaimed (several hundred years) or standards go away (later than we hope) or until the staff burns out (we're attempting to prevent this). But, unencumbered funding and extra personnel would always help the problems.

Fresh Start, Inc.

"Service Learning Projects"
Fresh Start, Inc.
2250 E. 16th Ave.
Denver, CO 80206
(303) 331-9597
Fax: (303) 331-9644
Contact: Jeanne M. Granville

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$7,200	144	5	765	19

Information on this program for the 1997-98 grant cycle was not available. The following is the program profile from 1996-97.

PROGRAM DESCRIPTION

Fresh Start, Inc. is a community-based, not-for-profit organization assisting youths who are "high-risk" youths in becoming capable, self-sufficient, and connected to mainstream society. It provides alternative school/day treatment and juvenile diversion services for up to 150 youths age 11 through 18 per year. The majority of youths served by these programs are referred from the juvenile courts, social services, or from parole. These youths are adjudicated and/or at very high risk of out-of-home placement or commitment to a correctional institution. Services are provided for five to 12 months depending upon the youth and his or her particular needs.

The program is designed to meet the needs of urban youths of color and their families. The ethnic distribution of youths is approximately 50% Hispanic/Latino(a), 48% African-American, 1% European American, and 1% Native American.

Many Fresh Start, Inc. youths often feel hopeless about themselves and their future, and have little connection to mainstream society. Service learning can be a valuable teaching tool for these youths to interact with or within mainstream society and be a positive force. They need assistance organizing and implementing projects, staying focused on their project goals, and "hanging in there." However, the behavioral and emotional problems of Fresh Start, Inc. students can often present additional challenges which must be addressed on an individual basis. Fresh Start, Inc. is working hard to promote a positive peer culture in which respect for self, others, and community is the basis for service learning. We have tried to encourage everyone's participation in service learning projects — at whatever level they can contribute.

In the Fresh Start, Inc. alternative school program, 8-15 youths are formed into groups that stay together throughout the day as they rotate through various core subject classes. Within each group, there is a range of age, ability, and performance levels with middle school and high school youths generally grouped separately. For the Colorado Learn and Serve program, each group was assigned an Advisor/Facilitator that assisted the group in identifying, developing, and carrying out a project.

PROGRAM GOALS

The main objectives of the service learning projects were the following.

1. To promote a sense of community and bondedness to community among "high-risk" adolescents by engaging them in meaningful service.
2. To assist adolescents in researching contemporary issues related to service learning, reflect upon activities that will address or prevent them, and take action through service projects.
3. To assist adolescents in extending their learning into the community, fostering the development of academic and social skills to address community needs.

PROJECTS

- Help the Homeless: Students went into neighborhoods throughout downtown Denver and observed people who survive on the streets. They also toured different agencies that deal with the issue of homelessness. Feeling the need to take action, the students found that The Gathering Place, a homeless shelter and safe haven for women and children, was willing to allow them to offer their time and energy to help out on a weekly basis. Eventually, The Gathering Place, Stout Street Clinic, Samaritan House, and Denver Rescue Mission were all involved in working to educate and help the students through this project.

  Many of the youths were amazed at the numbers of homeless people living in their community and concerned about the issue becoming increasingly prevalent in today's urban setting. One student wrote:

  I learned that poverty is increasing over periods of time and they're mostly people who were once rich, not people who choose to be homeless, or have the power not to be in that position.

- South Platte River Club: The South Platte River Club was created by the Denver Mayor's Office and South Platte River Commission to encourage students attending Denver Public Schools to utilize and enjoy the recreational benefits of the South Platte River. During the past year, 34 Fresh Start, Inc. students participated in the project, going on field trips, researching, panning for gold, visiting a ghost town and a cemetery, and cleaning up trails. One group created the *South Platte Activity Book* which they brought to the Gathering Place to share and color with the children. Another group added pages to the book and participated in the annual Earth Day Celebration. Students also participated in a mass mailing project to distribute newsletters informing the community of ongoing activities offered by COMPA, a food distribution warehouse located on the South Platte River. Denver Public Schools, Denver Mayor's Office and South Platte River Commission, the South Platte River Clubs, and The Gathering Place were all beneficial in helping to educate and answer questions for the students during this project.

  Comments from a journal noted:

  I went and wrapped trees with some little kids. It was fun because I got to go outside and work with the kids. I got to meet the mayor and I got to be on the news. I also felt good about helping the environment. I even got to see some beavers.

- Terrific Tutors: Students conducted an after school tutoring and enrichment program for "at-risk" 3rd graders at Swansea Elementary School and a bilingual kindergarten class at Harrington Elementary School. Initial activities were aimed at helping teenagers to become more aware of the importance of literacy with regard to educational and employment achievement. Since classrooms contained 30 to 35 children, the tutors were in high demand to offer one-to-one attention. Summer Scholars, Denver Public Schools, Swansea Elementary School, and Harrington Elementary Schools all contributed their partnerships to this group.

The teens enjoyed the younger children and looked forward to their weekly tutoring session. One student noted:

I had fun with the kids and I learned a lot, that they are very smart and that I want to work with kids when I get out of this program. I have a son who is three, so it's fun to teach them things they don't know about.

- The Recyclers: Realizing that recycling covers a broad spectrum of areas, the students in this group branched into a wide variety of services. Their hours were spent clearing dead foliage from community gardens, recycling the foliage debris into a classroom worm farm to produce compost, and using the compost to grow flowers in recycled containers which they decorated and donated to a senior citizen center. In addition, the group adopted a cat shelter and purchased cat food from the proceeds from recycled cans. Partnerships included Recycle America, Metro Wastewater Reclamation District, Denver Urban Gardens, and Cat Care Society.

  The students in this group liked working with the animals at the cat shelter and enjoyed the scientific approach to their project. One student wrote:

  I went today to the cat shelter to turn in some cans so the shelter can use them for the cat's food. I think this is a positive thing anyone can do if they want.

- The Landscapers: Students researched the most effective way to landscape and also to conserve water. They learned about xeriscaping and planned, designed and prepared three areas outside the Fresh Start, Inc. school building. Partnerships included Capitol Hill United Neighborhoods, Inc. and the Colorado state government.

  None of the students had done much gardening or landscaping, and felt good about cleaning up their neighborhood. Comments from a student journal were:

  I like the landscaping. I like the thrill of seeing something being created from the ground up. First we had to pick out the pattern of what we were going to use. Then we had to pick out the plants we liked. After that, we ordered the vegetation we had chosen. Then we offered the gift of shrubbery to the earth. I think that our school looks better now.

- Science Tutors: The educational curriculum consisted of hands-on projects incorporating the identification of bird habitats, feeding habits and body structures of differing species, and migration paths of Colorado birds. The tutors met with students from two Denver Public School District elementary schools to demonstrate the making of bird feeders which were donated to a homeless shelter and to demonstrate nest building. Partnerships included Denver Public Schools, Hallett Elementary School, Moore Elementary School and the Urban Education Project.

  After the initial jitters, the students liked going to the schools to teach children what they had learned. A student commented:

  When we went to the school, I was a little nervous at first. But after the fact that we got down and introduced ourselves, everything was better.

- Stop the Violence: This project was developed by a team who expressed an interest in violence prevention. Their project included attending weekly educational sessions at the American Friends Service Committee, a non-profit organization involved in nuclear disarmament, conflict resolution, and civil rights issues throughout Denver and Colorado. Students engaged in discussions, and participated in activities in order to understand the issues of racism, conflict and anger management, and communication strategies. Partnerships consisted of Denver Public Schools, American Friends Service Committee, and Whittier Elementary School.

  The students enjoyed working with AFSC and were especially impressed by the way they worked with the group. One student wrote:

I would like to work with those people. I think that I could accomplish a lot of things and I would get something out of it. We need to change our world in order to live.

Urban Youth in Environmental Action: The Urban Youth in Environmental Action component is an intensive summer program that draws on the Youth Conservation Corps model. Additional funding has been received from the Denver Urban Resource Partnership, Denver Safe Cities, and the US Environmental Protection Agency to expand the service portion of the program. Youths are involved in six weeks, 30 hours per week of classroom, field trips, guest speakers, community environmental enhancement projects, teambuilding, and leadership development activities. Twenty-two youths were divided into three crews and were assigned specific project sites.

1. Globeville Community Center: Youths designed and landscaped, built and installed picnic tables and flower boxes on the grounds of this facility which had been closed and is now being reopened as a nonprofit community center. Youths planned and led a community effort to paint and improve the Globeville recreational facility. They designed and distributed a bilingual flyer inviting the community to participate and share in the celebration of their improved facilities. They created an educational handout for participants including a history of the area and facility, and describing the immediate environmental benefits of the improvements. Globeville is designated as a superfund cleanup site through the EPA.

2. City Park/Northeast Denver: Fresh Start, Inc. adopted newly built Dustin Reed playground at City Park. Youths assisted in the completion and restoration of a wood and recycled fabric play structure. They worked in collaboration with the District Maintenance supervisor to plan and implement ways of improving neighborhood parks and other public park areas.

3. Native Restoration: Youths focused on improvements in Harvey Park, Rosedale Park, and the newly created native nursery. Youths participated in wetlands plant installation, shrub planting, willow staking, and wildflower seed broadcasting. At the newly established nursery they assisted in plant identification, made markers, and marked the plants. They created protected areas and broadcast wildflower seeds. The Audubon Society in collaboration with Denver Parks and Recreation Planning, and Naturalists provided an educational overview of the importance of native restoration and provided specific technical assistance.

ASSESSMENT

Informal assessments were made through student journals, photography, letters and thank you notes, research projects, demonstrations, group discussions, and videotaped activities and interviews.

REFLECTION

The benefits of service learning projects are numerous and cannot always be quantified. For Fresh Start, Inc. participants, the opportunity to make a meaningful contribution is critical to the strengthening of bonds to mainstream society. It also encourages the development of skills in critical thinking, organization, and leadership, as well as providing a positive reinforcement for continuing their formal education. Service learning promotes high expectations for youths, vital for developing youths who are resilient the stresses in today's society.

Grand Junction High School

"Grand Junction High School Service Learning Program"
Grand Junction High School
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Grand Junction, CO 81510
(970) 242-7496
Fax: (970) 243-2573
Contact: Judy Jepson

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$8,000	1,700+	150	12,750	1,500

PROGRAM DESCRIPTION

The Grand Junction High School Service (GJHS) Learning Program began in 1992 when a 30 hour service requirement for graduation was implemented by the administration. All service took place outside of the classroom and verification and a brief reflection were the only requirements in addition to the service itself. In 1996, the decision to expand the program by utilizing service learning as a learning method and to offer more opportunities to address the needs of the students as well as the community was made. Presently, the school is committed to making service learning a school-wide focus and an integral element in the school's culture. Combining service with learning creates a process that bridges academic skills and the responsibility of daily life. It allows students to realize how the skills learned in school relate to the real world. Students experience service, and acquire the lifelong learning skills that make a difference in their lives and in our communities.

Currently, GJHS is collaborating with Mesa State College in the Colorado Partnership for Educational Renewal Program, and service learning is a key component in their simultaneous renewal implementation and educational reform commitment.

The orchestrators are the students themselves. Two senior student coordinators and 19 student executives operate the GJHS Service Learning Program with the school's coordinator, Judy Jepson.

The ones benefiting from the program are both the students and the members of the community. Every student at GJHS participates in service learning activities throughout their high school years – that's over 1700 students! The entire community benefits from the program because it addresses real community needs.

PROGRAM GOALS

Achieving the following three goals was the intent of the program.

1. To integrate service learning as a learning method into content curriculum. Service learning is an active experiential process that can be utilized to address content standards and provide authentic assessment. It has been recognized as a teaching strategy that is particularly successful with students identified as "at risk."
2. To manage and maintain the GJHS service learning database. Rather than receive a stamp declaring the 30 hour service learning minimum has been met, graduating seniors receive a certified file containing all of their service learning experiences.

Community participation plays a major role in college and job applications, and the system provides documentation of the students' participation and commitment.

3. To provide service learning experiences for our students inside and outside the classroom walls that have meaning and merit. The skills gained help students become active, beneficial participants in their community.

PROJECTS

- Make A Difference Day: Each year, members of the GJHS Service Learning Program organize a Make A Difference Day project. This year's goal was to make a difference in the lives of people who were lonely and isolated because they lived in assisted living centers. On a chilly October 26th morning, more than 60 students gathered at a local park at 8 AM to visit seven such residential homes and deliver flowers and smiles to residents. The students were hesitant at the beginning and seemed to be uncomfortable around the residents, but by the afternoon, everyone was laughing and visiting and enjoying each other's company. It was awesome to see that many "apathetic" youth go out and care for their community with such warmth. Make a Difference Day served as a kickoff for the new ideas and programs that took the school by storm.

- 98 Club: The 98 Club is a way to motivate students to continue serving their community after they have completed 30 hours of service learning participation. 98 Club members are honored with a banquet and recognized when they receive their diploma. When the 1997 seniors created the club, it was called the 97 Club. Although few people knew about the 97 Club when it started, word got around, and 88 people reached the mark of 97 hours by graduation. For the 98 Club, over 50 seniors hit 98 hours by Christmas, and there were many more to follow.

- Grants: In 1996 and 1997, members of the GJHS Service Learning Program put their initiative, experience, and skills to work to successfully write grant proposals to the Colorado Educational Goals Panel (Goals 2000). Funding received from the grants allowed students at GJHS to become knowledgeable of how state and district content standards affect their learning.

  Logistics of the Grants

  - Presentations are made to all freshmen instructing them on what standards are, how standards relate to their education, and how to make a presentation that addresses content standards.
  - The students are given a concept quiz demonstrating an understanding of the standards.
  - Each student chooses a standard and develops a "science fair-ish" project to demonstrate an application of the given standard(s).
  - Students present their projects to panels comprised of community members, professionals, educators, and fellow students. Projects are assessed using an assessment rubric designed by the seniors.

- Youth On Board: Grand Junction High School students serve as board members for over ten agencies funded by the United Way. All students receive training in the roles and responsibilities of serving on a board and attend monthly meetings. GJHS students are also going to be involved in the allocation process when United Way distributes its 1998 funds.

- GJHS Service Learning Parent Newsletter: Student executives in the GJHS Service Learning Program create a quarterly newsletter for the families of all GJHS students highlighting service learning activities, opportunities, and ways for students and their

families to become involved. This newsletter keeps parents informed of the many ways that the service learning program is impacting the community.

- Shadow Program: GJHS seniors are paired with eighth graders who have been identified as potentially "at risk" by their school counselors and administrators. They are paired according to their interests and activities. The eighth graders spend a day accompanying their senior mentors to experience how a successful senior manages his/her day. Follow-up activities include after school get togethers.

- Courses Integrating Service Learning: Many classes at GJHS use service learning as a learning method to address content standards. Some examples include the following.
  - Tenth grade American Literature classes are researching and creating a booklet on famous GJHS alumni.
  - American Government classes research, select, and participate in service learning projects that address community needs.
  - All freshmen participate in the Bringing Standards to Students program through their ninth grade Language Arts classes.
  - Biology classes participate in the River Watch program.

- Link Crew: The Link Crew program is made up of a group of dedicated juniors and seniors who donate their time to help freshmen make the transition from middle school to high school as easily as possible. The main event of the project is a day long orientation that takes place the week before school starts. At this event, the junior and senior "Link Leaders" take groups of ten freshmen through a day's worth of activities designed to get them acquainted with the high school lifestyle. Various other social activities are planned throughout the year to promote freshmen involvement.

ASSESSMENT

Assessment of the students' service learning experiences occurred in various ways. For the courses which were taught using service learning as a learning method, final projects were assessed through presentations and final products were assessed based on the quality of the product. For example, in the tenth grade American Literature classes, students created a booklet on famous Grand Junction High School alumni. The booklet became their final product assessed by their teachers. While short quizzes, reflection papers, and journals are used commonly, a more interesting method of assessment that we used this year included the presentations required for the Content Standards Grants. Students presented their work to panels comprised of community members, professionals, educators, and fellow students. Their work was assessed using rubrics developed by seniors.

The Grand Junction High School Service Learning Program office, run by student executives, also monitors students' activities and keeps track of hours for the graduation requirement and for membership in the 98 Club.

CHALLENGES

Our biggest challenge was the structure of our school day. We have periods that are about an hour long. This inhibits the types of activities that we can do during the school day. A move to blocked periods might free up some time, but that would take a major restructuring effort and in a high school it is less likely to gain support.

Another challenge was in being accessible to the community. We have created partnerships with over 139 community organizations. We really need two way

communication that is continuous, such as what would be provided with a fax machine, a phone, and a scanner. While we have received several grants, the majority of them do not allow funding for equipment purchases. And this is what is needed most right now!

REFLECTION

It is a struggle to integrate service learning into the curricula of a school so that is it not merely used as an "add on." Rather than seeing it as "just another thing to do," service learning can be used as the vehicle for meeting the goals of the teachers and students, and meeting the objectives of the curriculum and standards. We've seen great improvements over the last year and we are excited about what is to come.

Liberty High School

"The Big Buddies Program"
Liberty High School
8720 Scarborough Dr.
Colorado Springs, CO 80920
(719) 282-1000
Fax: (719) 282-1004
Contacts: Matt Hays and Karen Rowan

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$3,000	39	5	1,014	250

PROGRAM DESCRIPTION

The Big Buddies Program is a mentoring program between Liberty High School and Prairie Hills Elementary. Two high school kids are matched with a 5th grader who has been labeled "at risk." Caseworkers from Big Brothers/Big Sisters help the group decide on projects ranging from trust-building to tutoring to community service and then implement them.

PROGRAM GOALS

The goal of the program was to address the needs of the students in our district who were experiencing difficulties at home and in school at a young age.

PROJECTS

By matching 5th graders with high school mentors and involving them in community service projects the younger students develop a sense of self-worth that reduces their risk of running away, experimenting with drugs and alcohol, dropping out of school, and committing suicide. The program has met its goal each year and has re-defined its goal each year. The program is continually improving as we mature.

- Team Building: Sarah Mesmer presented a workshop to the volunteers in September on team building, communication skills and developing trust for interpersonal team building, the Mentorship Training Workshop, and leadership training.

- Humane Society Project: Students planned weekly events focusing on leadership and team building. Little Buddies were trained by the Humane Society about basic information about animals including how to approach strange animals. The Little Buddies then presented "mini-lessons" to 1st and 2nd graders from their school about what they learned from the Humane Society volunteers.

- "Big for a Day": Elementary school students came to Liberty High School to "shadow" their Bigs in a program called "Big for a Day." It was a great success. Littles ate lunch, attended classes, and socialized with their Bigs. Several Littles even met the principal.

ASSESSMENT

Throughout the year the Bigs and Littles journaled on their experiences. We had weekly opportunities for feedback. The elementary school counselor met with each of the Littles individually throughout the year to inquire about their feelings about the program. She also communicated with the teachers to inquire about their progress, their grades and their social skills. A caseworker from Big Brothers/Big Sisters did a phone interview with the parents of each of the Littles once a month to find out about any problems the Littles might be having and to be sure that everyone felt that the program was working optimally. At the end of the year the caseworkers did exit interviews with each of the Bigs, each of the Littles, and at least one parent of each Little. These exit interviews, in combination with surveys, helped us to restructure our program for next year.

CHALLENGES

The program structure was changed this year from a 90 minute program every other week to a 45 minute program every week. The obstacles this presents are that we are now unable to leave campus. Programs must come to us. This limits our freedom a bit. We changed our program a bit to accommodate this. Now the Buddies plan one half of each meeting and the caseworker plans the second half. The Littles also gave a presentation within the school, eliminating our need to leave campus.

REFLECTION

Our program could be sustainable through other grants. However, since we currently have funding we have not looked into other options at this point. Because of the value of this program to our community we feel that if we were in need of funds we could apply for other grants and be successful in obtaining modest funds. The program would be more sustainable if it affected more kids. This year a new high school is opening in our district and they have applied for a Colorado Learn and Serve grant to start a program of their own. As this program spreads throughout the district it will become more sustainable.

West High School

"School and Community Alliance Class"
West High School
951 Elati St.
Denver, CO 80204
(303) 620-5300 ext. 2015
Fax: (303) 620-5410
Contact: Susan Hadinger

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$4,000	40	14	250	100

PROGRAM DESCRIPTION

West High School is an inner-city school on the west side of downtown Denver serving a predominately Hispanic population. Concerning the school population, 82% of the students are Hispanic, 11% of the students are European American, 3% of the students are African American, 3% of the students are Asian American, and 1% of the students are Native American. The population is relatively poor and 75% of the students are on free or reduced lunch. In recent years, members of the community, through several grass roots organizations, have begun to explore the neighborhood's roots and to undertake a cultural revitalization effort. Many youth, however, are unaware of these activities and are even more detached from the role of government within their community despite the fact that the state capitol and City and County Building are less than ten blocks from the school.

The School and Community Alliance Class is designed to address this issue. This elective service learning course is changing and growing every year. The participants are varied and tend to reflect the population of the school. This year more bilingual students were included and they added a new dimension to the class by presenting their portfolio in Spanish.

Service this year focused on education and attempts to influence government policy. This program is still changing and growing as interest spreads. The projects each year surpass their predecessors in depth and clarity.

PROGRAM GOALS

The program had four main goals.

1. To make students more aware of issues facing their community.
2. To empower students to directly affect government.
3. To increase the students' understanding of public policy.
4. To improve leadership, communication, team building, and problem solving skills.

PROJECTS

The class was separated into two semesters each completing its own project. The first semester class chose to focus on teen pregnancy, while the second semester class focused on drugs.

- Teen Pregnancy Project: For the first semester class teen pregnancy was the most significant problem facing the community. There are on average 25 teens pregnant at West High School at any given time. In their research, students discovered that a large number of teen pregnancies are the result of young girls having relationships with men who are much older. This phenomenon is known as "The Predator Problem." Students also found that the age of sexual consent in Colorado is 15 and that this law is rarely enforced. This problem was the basis for their portfolio; their goals were changing the law and educating students and parents about the problem. Activities which supported this project included the following.
  - An initial team building and problem solving day with a facilitator which is designed to increase students' ability to complete the project.
  - Bringing a professional photographer in to show the students how to use a camera to further explore their community.
  - Sending fliers to every West household explaining the law regarding Sexual Assault on a Child and encouraging parents to discourage this behavior.
  - Creating, distributing, and analyzing a survey designed to ascertain how much students know about the law and whether or not they believe a problem exists.
  - Presenting our portfolio to several groups such as Planned Parenthood, state legislators, and other classes.
  - Leading a session at the Law Related Education Conference in December.
  - Explaining the service learning process by presenting the portfolio to an Educational Psychology class at Metro State College.

- Drug Issues Project: Second semester's class had a more difficult time choosing its topic. They were divided between the issues of drugs and school funding. In order to reach a consensus, the class decided to have a formal debate. Three objective adults judged the event and chose drugs as the most relevant issue. The students began by learning about the true nature of addiction. Most thought addiction to be a problem of willpower, but soon discovered its chemical aspects. They began to see it as a chronic relapsing disorder like diabetes. Further research led the class to a more narrow focus of treatment vs. punishment for non-violent drug offenders. Guest speakers, videos, and articles all indicated that some form of treatment with the threat of punishment works best. Students researched Denver's Drug Court and saw a system that appears to work quite well. They then chose to educate their peers about the nature of addiction and the intricacies of the current system. Activities which supported this project included the following.
  - Team building and problem solving day with a facilitator which was designed to increase students' ability to complete the project.
  - Bringing a professional photographer in to show the students how to use a camera to further explore issues in their community.
  - Exploring Denver's Drug Court with District Attorney, Greg Long, as a guide.
  - Interviewing past and present drug users to ascertain commonalities.
  - Presenting to some members of the Mayor's Panel on Drugs, including the Manager of Safety, Fidel "Butch" Montoya.
  - Visiting Lake Middle School to speak to a sixth grade class about drug use and addiction.
  - Presenting to other youth and several adult resource people at a service learning conference.

ASSESSMENT

For the Teen Pregnancy Project, students were assessed in many ways including periodic written and oral reflection of the process. Understanding the nature of obstacles helped the students use their problem solving skills to complete the project. They also completed several written assignments including the creation and analysis of a survey. The portfolio development and subsequent presentations made up the biggest portion of their grade as it brought together all the work and research from the semester.

For the Drug Issues Project, students were assessed using written and oral reflection on the process and result. They also conducted and turned in written interviews of drug users. The portfolio and its presentation made up a large portion of the assessment as the culmination of a semester of work. Periodic class assignments like thank you letters and public policy analysis also played an important role in monitoring studentsí progress.

ACCOMPLISHMENTS

As a result of the Teen Pregnancy Project, State Representative Gloria Leyba will be sponsoring a bill next session to raise the age of sexual consent. She asked the students to collaborate with her on the creation of this bill as well as testifying on its behalf. This is an example of the authentic results obtained in this project. Other accomplishments include increasing self-esteem through succeeding in affecting others' beliefs. The studentsí efforts were further validated by coverage in both the *Denver Post* and on Channel 7 news.

As a result of the Drug Issues Project, members of the Panel on Drugs have set up summer engagements for the students to present their portfolio and speak about their research on the issue. Students reached many students and adults by presenting the results of their research and in the process gained valuable public speaking skills which will aid them in the future.

CHALLENGES

The biggest challenge faced this year was time. In response to this problem, next yearís class may spend more than one semester on each project. Each year this becomes less of a problem, but students could go deeper into the issue given more time.

Another challenge we face is the continued need for funding. This yearís class benefitted from the Colorado Learn and Serve grant funds, however, the activities which support such in-depth projects require continued funding. I am always looking for new sources, and was able to obtain the donation of two IBM 486 computers as part of this search.

REFLECTION

My definition of service learning is still a work in progress as I continue to change and improve the current program. However, my belief in service learning as one of the most valuable teaching methodologies only grows stronger each year. Feedback from students only reinforces that belief. Some responses from students include, ìI think it should be a required class to takeî and ìI would like to have more schools...teachers in this program.î One of the aspects students value most is the voice they have in choosing the direction of the class. As one student answered when asked about the best part of the class, ìWe got to do what we wanted. The subject was not forced upon us.î

Colorado Learn and Serve

K-12 School-Wide Programs

Community of Learners

"Living in a River Valley"
Community of Learners
201 E. 12th St.
Durango, CO 81301
(970) 259-0328
Fax: (970) 259-1216
Contact: Lauren Patterson, Learn and Serve Coordinator
lpatters@frontier.net

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	122	110	3,018	3,300

PROGRAM DESCRIPTION

Durango is a rural, mountain town whose economy is primarily tourist driven. The town is a mix of farm families, young professionals, college students, outdoor enthusiasts, and families struggling to survive in an area known for a fairly high cost of living. For its size, Durango has an extremely high number of nonprofit organizations and is known as a caring community. Students have opportunities to work with human services, environmental issues, civic and social action projects, health and education projects.

Community of Learners (COL) is a charter school in its fourth year of operation. It is a K-12 school of 125 students that emphasizes building community both within and outside of the school. Students and parents work with teachers to develop an individualized learning plan that includes goals for building academic and social skills. Service is an important component of the school with students spending 2-3 hours per week during school time providing service at community organizations and businesses. Additionally, teachers incorporate service learning projects within their core classes.

COL serves a diverse student body with 22% minority students. Students typically choose to attend COL for its flexibility in scheduling, outdoor education opportunities, service learning placements, interdisciplinary curriculum, and intuitive "feeling" that this will be a school that will recognize and honor their individuality. Large numbers of students are from low income homes and qualify for the free and reduced lunch program. There tends to be two distinct groups of students: well-adjusted, focused learners and high needs, "high risk" students who require vast amounts of time with one-on-one mentors.

Students are placed in a diverse and large number of community organizations. Service is provided by individual students on a weekly basis and by groups who usually tackle special events or projects on a one-time or on going basis.

PROGRAM GOALS

Community of Learners began its fourth year of incorporating service learning within its curriculum by offering students and community partners the opportunity to explore the environmental, political, and economic issues that surround the Animas Watershed. The goal of the "Living in a River Valley" service learning theme is to

connect students with authentic learning activities, research opportunities and community partners who have identified themselves as watershed stakeholders.

The service goals that were successful in the project were developing partnerships with numerous agencies that hosted individual students or were incorporated into class work. Those involved include Animas River Stakeholders, San Juan Mountains Association, North American Wildlife Alliance, Division of Water Resources, and the Riverwatch program. A culminating activity for the watershed theme is a "Waddle, Paddle, Pedal Triathlon" to involve the community. Funds raised by this event will be deposited in a Watershed Educational Trust that will be administered by students.

The learning goals for students were achieved by teachers creating an innovative watershed curriculum that integrated language arts, social studies, history, geography and science. Students were able to address numerous state content standards and COL graduation requirements through their watershed studies and projects. Several students learned advanced technology skills by creating COL's web page with a special section for watershed data.

PROJECTS

Several of our projects are listed below.

- Day of Service: At the beginning of the school year, all COL students took place in a Day of Service throughout the county. This was an orientation to the concept and practice of service within the school as opposed to a classroom presentation which we have done the past few years. Each advising group of 15 chose a different project that was arranged by the Learn and Serve Coordinator. Projects ranged from reseeding a lakeside wilderness area with the Forest Service to putting finishing touches on a river trail exercise station that was started by AmeriCorps* members the previous year.

- Watershed: The Historical Perspective: This class investigated the uses of water and the social, political and historical impact this resource has had, and will have, on all our lives. The essential question for this and other COL watershed classes is: How is the evolving story of the Animas River important to me? This class prepared students with background information to then select water related service projects either on their own or through other classes at the school. The ultimate reflection came when students prepared an interactive watershed presentation at the school's quarterly Block Party where parents and community members visited the presentation.

- Watershed: Social Studies Lab: Through group activities in a lab setting, students addressed the civil, historical, and geographical issues surrounding the Animas Watershed. They also studied watersheds around the world and drew comparisons with the Animas. Students prepared dynamic projects related to the watershed to present to the Durango Children's Museum. Reflection included student presentations to classmates.

- Math Lab: Foundation skills for many of the watershed projects have been reinforced through the math lab setting including percentages, area, volume and measurement.

- Big Blue Orb: Students studied sustainable living, went on six site visits and built a sustainable living / intentional community model. The model was shown at the Block Party.

- Division of Water Resources: Students spent 2.5 hours per week at the Division of Water Resources field office platting ponds in the Animas Valley. Field visits have been conducted to monitor new ponds and problematic surface water evaporation. Students worked with aerial and topographical maps.

- Division of Wildlife, Riverwatch Program: One staff member received training for the Riverwatch Program and is in the process of training additional staff and students to regularly collect water samples for the Division of Wildlife. Watershed Science classes are conducting water quality and biological surveys throughout the school year. Students have developed a COL web page that has watershed categories and are using Riverfront software to plug in data.

- North American Wildlife Alliance (NAWA): Students work at NAWA three hours per week restoring habitat for wildlife and COL assisted NAWA in also becoming a Riverwatch site. The Bureau of Reclamation recently asked NAWA to oversee stream bank restoration in Wildcat Canyon. COL students are providing the muscle and are learning restoration skills.

- River Pollution Awareness: Students painted all city storm drains with "Dump no Waste, Drains to River" signs throughout the downtown area of Durango. This project led to important discussions of hazardous waste, waste water treatment and pollution prevention.

- Urban Wilderness Project: 14 COL students planned and implemented a seven week intensive road trip across America researching social issues and giving service in each major city.

- Conference Participation: Students made posters for their individual service sites and attended the state service learning conference in Denver. Three students and the Learn and Serve Coordinator raised funds to attend the National Service Learning Conference in Minneapolis.

- Southwest Regional Action Team Participation: Three students are representatives to the Southwest Regional Action Team and planned a regional service learning celebration in May. The celebration was attended by fifty students from three different school districts. COL hosted the first meeting of the Southwest Regional Action Team and organized a breakfast meeting at the state conference. COL will spearhead the effort to take writings from the May service learning celebration and produce a service learning anthology that will be distributed throughout the community for literacy projects.

ASSESSMENT

COL has graduation requirements that revolve around six educational spheres: Community/Career Involvement, Global Awareness, Our Natural World, Intrapersonal Growth/Personal Health and Well-Being, Communication Skills and the Creative Process. Students find they can address multiple requirements through their service learning experiences. The Community/Career Involvement Sphere particularly addresses service learning and has the following overarching descriptor:

The learner's efforts and body of work demonstrate connectedness and integration with community through service, career exploration, research and authentic vocational and/or professional experience.

Rubrics are currently being developed to gauge student's overall achievement by assessing the following items: the site supervisor's evaluation; a portfolio; supporting reflective journal entries (weekly entries required); a service log for documenting the number of hours served (weekly hours required); and a specialized service learning transcript (required for credit) where students record the Colorado State Content Standards and COL graduation requirements they have met through their service learning experiences.

By reviewing the above documents and artifacts, the level of the learner's work will be identified as distinguished, master, novice or apprentice.

CHALLENGES

Challenges have included strategies to motivate some students to care enough to want to serve their community in some capacity. On Wednesdays, all secondary students are required to have an individual or group placement from 1:00 - 3:30 p.m. If they do not have a placement they must have a detailed independent study plan. Another challenge has been finding consistent parent volunteers to commit to weekly transportation and supervision of students in the field. Some students find it excruciating to keep a detailed log sheet of work times and to provide detailed reflection pieces to support their learning.

It used to be a challenge to find placements for approximately 100 students. These days, it is not uncommon for COL to routinely receive calls from community groups looking for help from COL students. The word is out!

REFLECTION

Because service learning is embedded in the core curriculum at COL, the program will survive regardless of fluctuations of funding from outside sources. However, because COL is a small school with a limited budget, funding from sources such as Colorado Learn and Serve give greater flexibility to the program to grow and leave much needed resources within the general operating budget for other critical needs. Having a partner like Colorado Learn and Serve is also great moral support.

Factors that would enhance the program's sustainability might be some sort of cottage industry that would support the program or finding multi-year funding or corporate sponsorship. Any ideas???

Fremont School District

"Caring, Learning and Sharing"
Fremont School District RE-2
403 W. 5th St.
Florence, CO 81226
(719) 784-6312
Fax: (719) 784-4140
Contact: Gloria Medeiros

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$6,500	300	50	3,000	500

Information on this program for the 1997-98 grant cycle was not available. The following is the program profile from 1996-97.

PROGRAM DESCRIPTION

Fremont RE-2 schools are located in rural Fremont County. The district's three school sites are a 883 student K-8 school in Florence; a 528 student high school in Florence; and a 546 student K-8 school in Penrose. The communities are about seven miles apart. The community is made up largely of blue collar workers, small business owners, educators, farmers/ranchers, employees of the prison system, and commuters to the larger towns of Pueblo and Colorado Springs.

The small town atmosphere of the district has remained an underlying characterization but is challenged by almost 14% growth in the district since 1992. The western, rural philosophy of neighbor helping neighbor remains quite strong. The service learning philosophy fits well, but the challenge is to encourage more teachers, already feeling the stress of large student numbers which have outgrown facilities and programs, to add another component to their classroom curriculum.

The service learning program is district-wide, encompassing all three schools and both communities as well as the agencies and organizations of Cañon City and Fremont County. Service learning participants provide mostly human services relating to senior citizens, preschool age children, elementary children, and the State Veterans Home. Service projects also provide participants with education and growth in environmental and community awareness. Participating students have worked on projects that provided communication links for the elderly, role models for younger children, academic skills for both participants, and clean-up, beautification, and/or conservation of the environment around them.

PROGRAM GOALS

The Fremont County RE-2 School District's service learning goal continues to be increasing the awareness of service learning with an emphasis on community awareness. The objective was to create an atmosphere where community agencies and businesses would identify specific needs that could be served by students in a learning situation. Approximately 75 community entities were contacted personally or by mail to introduce them to the program and solicit their participation.

Consistent efforts by coordinators strive to keep the focus on learning and curriculum while instilling the students with a willingness to serve. Record keeping and assessment by teachers was met with some reluctance, but the goal was kept to consistently account for the learning that went hand in hand with service.

The goals of the program are the following.

1. To encourage respect and care of oneself, improving the student's self-esteem.
2. To create intergenerational relations leading to respect and caring for one another.
3. To increase environmental awareness/education.

PROJECTS

- Wheelchair Garden: High school students from various classes applied their academics to maintain a wheelchair garden at the St. Joseph's Manor.
- Veterans and Us: Fifth grade students participated in various programs put forth by the local chapter of Veterans of Foreign Wars.
- Bridging the Gap: Eighth grade students provided intergenerational contact, service, and companionship for the elderly.
- Share a Toy: Kindergarten through 8th grade students participated in the Toy Drive Campaign at school to support Loaves and Fishes, helping needy families supply toys for their children during the Christmas holiday.
- Pet Pals (Can It): Kindergarten through 8th grade students raised funds for pet vaccinations and assistance with neutering through community education and recycling efforts.
- Read with Me: Kindergarten through 4th grade students received one-on-one attention in reading skills from high school students.
- EAGLE Eye: Seventh and 8th grade students provided video and oral news presentations for Fremont Middle School classrooms.
- Green Thumbs: Kindergarten through 6th grade students planted gardens at school, then replanted various areas throughout the community, especially the wheelchair garden at St. Joseph Manor.
- Eagle I News/Green Thumbs: Eighth grade Eagle I students videotaped the Green Thumbs project from start to finish, capturing highlights and project goals.
- To the Rescue: Second and 3rd grade students assisted the Florence Volunteer Fire Dept. with stuffing 4,000 envelopes to ask for community donations to keep the Fire Dept. intact.
- My Write Hand: Fourth through 6th grade students provided handwriting services to the elderly.
- Love To Bosnia: Second and 3rd grade students sent letters and Valentines to soldiers in Bosnia.
- Adventures in Baby-sitting: Fifth grade students prepared for summer baby-sitting opportunities by learning responsibility, some emergency response, dependability, craft ideas, games, and other baby-sitting skills.
- 101 Things to Do Instead of TV: Fifth grade students boycotted TV for one week and wrote down ideas of other things to do.
- Arbor Day: Third grade students planted a tree donated by the National Arbor Association at the Florence Mountain Park.
- Career Week — CHAMP (College Headed and Mighty Proud): Eighth grade students explored future careers, professions, and possible goals through community presentations and mock interviews.
- Peter Piper Popcorn: Fourth grade students sold popcorn to raise funds to purchase an ice machine for the school nurse.
- A Christmas Cheer: Seventh grade students painted exterior windows of the senior center in celebration of Christmas.

- Christmas Spirits: Third grade students created decorations and stories and sang carols for the seniors at the senior center.
- Eagle Boosters: Seventh and 8th grade students promoted school spirit through community activities and events.
- Star Search: First through 4th grade students participated in an Aerospace Awareness unit, sharing their knowledge about the solar system, stars, and constellations.
- A Great Little Town: Fourth grade students gathered information from historic records to create a miniature town of Florence as it was when it first began. The model town is displayed in the local museum.
- What's Happening in the Arts: Fourth grade students challenged other schools to participate in activities at the Fine Arts Center. They also created the publicity for the Center.
- FHS Student Council: High school students expanded into the community by actively participating in projects such as Pioneer Day, Chamber of Commerce, food and toy drives, cleaning yards for the elderly, and tutoring younger students.
- Be Cool — Take Pride in Your School: Fourth grade students cleaned up their school and encouraged others to do the same.
- ¿Habla Espanol?: High school students tutored 4th graders in Spanish.
- You Could be the One: Eighth grade girls participated in a project to raise public awareness of a mother of two in need of a bone marrow transplant. Students held a blood drive at school, contacted local Hispanics, wrote letters, and made phone calls.
- Reading Buddies: Fourth and 5th grade students read to younger student buddies.
- Planet MORE (Mentoring Opportunities Recognizing Excellence): AmeriCorps* members, community mentors, and high school students provided literacy and life skills services for kindergarten through 3rd grade. They also educated community volunteers to continue the mentorship.
- Math Counts Mentors: Sixth through 8th grade students participated in a math competition and mentored younger students toward future math competitions.
- Counting on Us!: Eighth grade algebra students helped PTO assess 400 parent surveys.
- Just a Bit of Theater: Seventh grade students created and presented a skit to conclude a Middle Age Unit for their social studies class.
- Kindergartners Say Stuff It!: Kindergarten students stuffed envelopes for the DARE program.
- Senior Economics: High school seniors performed a required ten hours of community service such as mowing lawns, painting houses, baby-sitting, and community outreach.
- Easter Egg Hunt: Florence High School student council hid candy eggs and read Easter stories to kindergartners.

ASSESSMENT

Individual projects were assessed by the responsible teacher through class reflection, written accounts and assessment of the results or impact of the project. District-wide, the projects were evaluated through written surveys from students teachers, parents, and community organizations.

CHALLENGES

Teachers and staff have become better educated about the additional requirements of service learning versus community service. The challenge remains to

provide models and other specific tools for teachers that demonstrate meaningful, educational projects in the classroom that can also provide a service to the community.

Personal contact of community agencies and businesses regarding service learning has helped to bridge the "gap" between schools and local community groups. We anticipate more community entities contacting us with needs that service learning can fill.

REFLECTION

My personal understanding of service learning, as viewed by the Department of Education, has been modified by the required academic tie-in. Although I realized the need to fit the service learning projects into classroom curriculum, I felt the value of students experiencing, and learning, their own place in performing service to others was the priority. I still feel that way. The academic process is important, but I feel the emphasis on what is learned should be the contribution made to others and instilling that awareness in the students. However, the RE-2 program will pay closer attention to the academic learning taking place and provide assistance to teachers to find ways to make that happen. It will require looking at each project from that point of view from the beginning.

I also recommend that Regional Action Teams be split into smaller geographical areas to assure that resources and concerns be common to all members and so that meetings could be held more frequently and be more productive to every member. Even though our RAT team was very energetic and capable, those of us from Fremont County found that most of our needs differed from those in Pueblo County.

Glenwood Springs Schools

"Glenwood Springs Community Learning Centers Service Learning Project"
1304 Pitkin Ave.
Glenwood Springs, CO 81601
(970) 945-5762
Fax: (970) 945-0136
Contact: Guy Brickell

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	290	10	11,000+	300

PROGRAM DESCRIPTION

The Roaring Fork School District RE-1 serves the community of Glenwood Springs. Within the city there are two elementary schools. Sopris Elementary School, with Howard Jay as the Principal, enrolls approximately 400 students. Glenwood Springs Elementary, with Donna Tassada as the Principal, enrolls approximately 500 students. Glenwood Springs has one middle school, with Jim Phillips as the Principal, enrolling approximately 450 students. And Glenwood Springs High School, with Mike Wells as the Principal, serves the community and has an enrollment of approximately 550 students.

Glenwood Springs is a city of approximately 10,000, including adjacent subdivisions. It lies a scenic three hours west of Denver, halfway between famous neighbors, Vail and Aspen. In Glenwood Springs the population does not exceed ten percent minorities, but these numbers are climbing because of recent migration trends. Glenwood Springs is the Garfield County seat and the largest community in the county. The City has been very active in helping Glenwood Springs High School develop many of its service learning projects. Over the years, some of the projects have been O'Leary Park, an Adopt-A-Trail policy, Mitchell Creek Trail, and numerous service learning days.

The program originally called for some professional development in the ACT format by Brian Looney of Jefferson County. Because of schedules and distance, this phase did not take place.

PROGRAM GOALS

The major goal of our program was to spread the service learning curriculum to all the learning centers in Glenwood Springs. Glenwood Springs High School already has one of the strongest service learning programs in the state. This grant was used to help establish the service learning curriculum in the elementary schools and middle school.

The major learning goal for this program was to teach the concept of civic virtue to the younger students of RE-1. Other learning goals that were addressed this year were problem solving skills, writing skills, establish a mentoring program, speaking skills, and interdisciplinary education.

The service goals included establishing a mentoring program where Glenwood Springs High School students – after learning about the concepts of civic virtue and community problem solving – taught the middle school and elementary school students these concepts. Service was provided to the three community centers in Glenwood

Springs.

We feel like most of our goals were accomplished during the 97-98 school year. We definitely introduced the three learning centers to the concept of service learning. Some teachers received training in the service learning methodology. Glenwood Springs High School students taught younger students and teachers the concept of civic virtue and community problem solving.

PROJECTS

- CHAMPS Program: Glenwood Springs Elementary used their portion of the grant money to help establish the CHAMPS program. CHAMPS stands for Champs Have And Model Positive-Peer Skills. Two Glenwood Springs High School students were matched up with a small group (10-12) of fifth graders from Glenwood Springs Elementary. Throughout the year the high school students would work on the CHAMPS lesson in class and then go to the elementary school to teach the lesson. These lessons included character education topics, such as refusal skills, self-esteem, and stress management. A service learning project was planned and implemented as part of the CHAMPS curriculum. Some of the CHAMPS service learning curriculum included a school store, soup for the community soup kitchen, painting bathrooms, planting trees, and Earth Day activities. At the end of the year there was an assembly celebration. The high school students also participated in the training of the fourth graders for next years CHAMP program.

- Character Education Program: Sopris Elementary used their grant moneys to purchase character education materials to be used to help implement a character education program for the 97-98 school year. The Glenwood Springs High School students also spent time conducting lessons on civic virtue to various classrooms. The service learning project centered around Arbor Day and the planting of trees near the school. This was done in partnership with the City of Glenwood Springs.

- Community Problem Solving: Glenwood Springs Middle School students went through an education session for community problem solving taught by the students of Glenwood Springs High School. The middle school students then went through the process to identify several service learning projects, such as building bird houses for area wildlife, building park benches, planting flowers around the community, and many other school projects.

- Mr. Civic Virtue Man: One of the most successful projects to come out of all the school activities was Mr. Civic Virtue Man. The Glenwood Springs High School students came up with this idea to help promote and teach the concept of civic virtue to the younger students. Ian Holtum was the high school student that volunteered to portray Mr. Civic Virtue Man. The high school students developed an assembly format that was used to teach civic virtue and service learning concepts. Next year, the students plan to take Mr. Civic Virtue Man on the road to area schools!

ASSESSMENT

The types of service outcomes that were authentically assessed dealt with the concept of civic virtue. This was done through journals, role playing, simulations, and the actual projects. Character education was a major part of the service outcomes. Virtues education and the practice of these concepts was all part of the service projects.

The types of learning outcomes were centered around American government and was assessed through tests. Community problem solving techniques were also assessed

through the projects themselves. There were numerous other learning outcomes addressed in each of the projects depending on the nature of the project itself.

The interdisciplinary projects also covered a wide variety of learning outcomes. These were authentically assessed through the projects themselves, rubrics, journals, reflective discussions, surveys, etc. We are in the process of creating a program that will help identify the state standards that are addressed in the various projects.

CHALLENGES

There were no real obstacles to the program other than getting four learning centers schedules to work out, but with a little imagination and ingenuity we worked around this. The time high school student's missed class was a concern for some teachers. The high school students number one criticism of the programs was that they felt like they did not get enough time to work with the younger students. On the average the high school students spent one day a week with the younger students. This is a good problem to have to try to rectify. The message is that the older students want to work with the younger students. Personnel changes created some problems, but nothing that could not be overcome. The biggest problem is getting the teachers to buy into the program. The issue is not that they disagree with the service learning concept, but that they already have too many other things they have to teach.

REFLECTION

This Colorado Learn and Serve grant will help establish service learning programs throughout the community schools. In the past the grant helped to generate over $100,000 in in-kind moneys. Once you get a teacher hooked on the power of service learning you are going to be successful in getting a service learning program into the school. The factors that would enhance our program's sustainability are as follows: the teacher's and administrator's commitment, funds for projects, and interest by area agencies or governments in creating a partnership with the schools.

Colorado Learn and Serve

Community-Based Programs

Alternatives for Youth, Inc.

"Project R.A.P. at Heritage Middle School"
Alternatives For Youth, Inc.
Heritage Middle School
1050 Lashley St.
Longmont, CO 80501
(303) 776-8184
Contacts: Mary Bostic, Tom Loftus, and Heather Karian

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$6,000	547	73	12,317	803

PROGRAM DESCRIPTION

Alternatives For Youth, Inc. (AFY) is a private, non-profit organization, dedicated to helping youth and families within an ethnically diverse population to achieve social and academic success. AFY's services provide for the safety and well being of youth and families through strategies that help to build internal and external assets. The mission of the agency is as follows: to provide timely and responsive services that promote social and academic success for youth and their families.

Alternatives For Youth serves a culturally diverse community. A large percentage of the residential area surrounding Heritage Middle School, Spangler and Columbine Elementary Schools and the AFY offices in the Youth Center is either monolingual Spanish or bicultural/bilingual Spanish. Many of the families in the population served by AFY, and the schools collaborating with AFY, are minority and low income. This population group is over represented in statistics measuring drop out, arrest records, and substance abuse. The probable indication is that a large number of students within this population feel disfranchised and alienated.

The following rank very high on the community's list of needs: education on health issues, improvement in level of functional literacy, opportunities for community involvement, reduction of violent behavior and strengthening of attachments between youth, family and community.

AFY works in collaboration with the St. Vrain Valley School District, City of Longmont Youth Services and others in the community to serve a culturally diverse population which includes many students whose families are monolingual Spanish. Also included in the population served are youth with special needs and youth from low socioeconomic and poverty level households. The program, including students engaged in classroom service learning activities, involves approximately 200 students for about two hours a week. Latino/Chicano/Mexicano students represent about 45% of the participants. Students in the service learning projects range from those classified as "at risk" to poor achievers to gifted and talented. AFY's commitment is to reach out to those students who represent the population with highest need based on statistics related to drop out rate, poor test scores, arrest records and reported incidence of substance abuse.

AFY's service learning program is multifaceted: school-wide, community-based, within the classroom, and extra curricular. Project R.A.P. (Responsible Awesome People) is based at Heritage Middle School. This project relies on the students involved and AFY staff to act as advocates and resources for teachers who are integrating service

learning into their classes. Project R.A.P., a group of no more than 30 students, forms the core for the service learning program based at Heritage Middle School. The R.A.P. groups meet weekly with the Project R.A.P. coordinator to process, orally and through journaling, what they are doing through service learning. These students help to coordinate with teachers and other students involved in service learning throughout the school. Teachers in sixth, seventh, and eighth grades, who are involved with the collaborative arrangement with AFY, work directly with students on service learning projects and integrate the activities into specific subject areas. Students also work with the AFY Project R.A.P. coordinator on activities that reach out to the entire community through projects.

A new structure for the Project R.A.P. service learning program was a major challenge. The three grade level Project R.A.P. groups met once a week and served as a core group for collaboration with and communication between Project R.A.P. and classroom service learning involvement. The classroom teachers had far greater responsibility for facilitation of service learning projects this school year. The sixth grade teachers were especially committed to the integration of service learning into classroom curriculum. The investment by the sixth grade teachers is pivotal. Students who see service learning as a regular component and extension of classroom activity at the beginning of the secondary school experience appreciate the concept of service learning as part of the learning process.

The eighth grade Heritage students who served as tutors/mentors in the Spangler Elementary School after school homework program represented a major change in the way this type of project is handled. Tutor/mentors were students with good academic standing and a history of appropriate behavior who were referred to the project by the faculty and counseling staff. They were specifically recommended as students skilled in the academic basics who could serve as good role models, but who represented family situations that might not give the asset building environment which characteristically leads to resiliency. The students attended two formal education workshops and met periodically during the school term for extended follow-up, processing and feedback. Each student was given a formal evaluation and a certificate indicating the specific nature of the education in tutoring and mentoring and the number of hours served. The project was extremely successful and will be repeated and expanded in 1998-99.

Another change, and definite improvement, was the successful recruitment of a core group of parents as volunteers to furnish transportation to the elementary schools and to act as mentors when with the students. The parent/volunteers accepted complete responsibility for the assignment so that the Project R.A.P. Coordinator did not even have to be involved except for purposes of communication and feedback.

Though collaboration with ASSIST was part of the 1996-97 Project R.A.P. program, this year's participation was far more extensive. This involvement in the effort to reduce the use of tobacco by minors was a marvelous opportunity for rich learning experiences. The students experienced the greatest teaching mechanism of all...SUCCESS! The ordinance to which they gave so much of their energy was passed by the Longmont City Council. The students watched as the council voted after they had made their presentations. The term, "electric moment" is extremely trite, but it is difficult to think of a more suitable one. In preparation for their presentations to the city, the eighth grade students who were involved in this particular project received valuable training in public speaking skills. This group also prepared very imaginative presentations on the dangers of second hand smoke for elementary school students.

Seventh grade collaboration with ASSIST centered around an entirely new concept, the SHOUT card. Students, ages 11 through 18, who signed a commitment to remain tobacco free received a card for discounts at local businesses. This is a youth oriented asset building project in which students promote the SHOUT (Stay Healthy Oppose Using Tobacco) card and recruit local businesses to participate in the discount program. Students organize and host sign ups at school. The student coordinators for

the project gain communication skills, tobacco education and leadership skills. Seventh grade service learning participants obtained 400 commitments.

Rather than having small groups of students work in various field assignments as in the past, this year there was one major project per grade level. The advantage was in having a very large number of people throw their energies into one project. The challenge was coordinating so many people working in different groups on different days and at different times of the day. But this year's plan accomplished far more effective results in terms of services to the community and to the schools. It was also more effective at getting more people involved, both adults and students.

PROGRAM GOALS

The main goals of the program were the following.

1. To develop a Student Task Force of 10 to 12 students with one or more years of experience in service learning.
2. To connect the service learning program to core subjects as a practical application for achieving district proficiencies.
3. To expand the service learning projects school-wide with scheduling that corresponds with school trimesters and to expand the program to include two additional schools by years end.
4. To provide professional development in service learning for teachers and technical assistance to classroom teachers on how to build service learning into their lesson plans and curriculum.

PROJECTS

- Building the Student Task Force: The student task force consisted of a core group of students for each grade level. This involved more than 12 students, but many of the students who had been in Project R.A.P. previously wanted to be part of the core group. They become accustomed to the weekly check-in and journaling, and they do not like to give that up. It is a great deal more than just a meeting for many of the students. It is a time to be heard, to be responded to personally, and to be with other people who value you.
  - Service Accomplishments: The core group was especially important during the seventh grade SHOUT card project. The students were almost entirely responsible for communication between Project R.A.P. and the classroom. Experienced seventh grade Project R.A.P. students were responsible for making sure that all students who were helping with the project understood why they were doing what they were doing and what the plan was for going about getting it done. The R.A.P. students, with a few exceptions, responded very positively to the responsibility. In recruiting other students to sign the commitment not to use tobacco, they focused especially on the sixth graders. They said that they wanted to get sixth graders to commit because they felt, if sixth graders could stay off tobacco, that they would be more likely not to begin smoking.

    There was not a huge response from eighth grade students around the reduction of tobacco use project. However, the students who did get involved, were intense! There were 3 eighth grade students other than the core group who chose to become involved in the project. Through their involvement in the passing of the city ordinance which regulates use of and availability to tobacco by minors, they had an impact on the entire city of Longmont.

    The sixth grade project was "Random acts of kindness." They adopted a neighborhood housing project. One of the sixth grade teachers took complete responsibility for this project. Project R.A.P. group members met with the other

sixth grade students working on the project. The AFY Service Learning Coordinator made initial arrangements with the manager of the housing project who had a general idea of who might need some kind of service at any given moment. Services ranged from helping to clean out a car to picking up litter, trimming bushes, taking out trash, and simple chores for older people.

- Learning Accomplishments: Students at all three grade levels had practical learning experiences in accountability and commitment. When students did not follow through on responsibilities, no one stepped in to fix the situation. Some learned this quickly; some never learned it. Students learned some very good lessons in how not to communicate. They learned that what we say may not always convey what we mean. They learned the value of designating tasks and how to designate tasks when cooperation is needed in a very large group (problem solving).

- Integrating Service Learning with Standards: The second goal was to connect the Service Learning Program to core subjects as a practical application for achieving district proficiencies.
  - Service Accomplishments: Four school-wide populations were positively impacted by the involvement with the campaign to reduce tobacco use among minors including Heritage Middle School and the three elementary schools where the students gave presentations. At Spangler Elementary, the R.A.P. eighth grade tutors/mentors helped elementary students in an AFY after school homework program make posters about the dangers of tobacco use. These posters were included in the presentations by the eighth grade students at the elementary schools.
    The seventh grade participants pulled the Longmont business community into collaboration with service learning before they were even aware of it! The businesses saw a different side of the middle school students; they saw the students being concerned about the well being of peers and about the community at large. They saw students appropriately dressed with excellent behavior. The students received a lot of positive feedback in this regard. This was very much about making a personal connection between individuals in the business community and middle school students.
    The sixth grade story "Random Acts of Kindness" is much the same as the seventh in that this, also, was very much about connecting people in the community with middle school students in a positive manner.
  - Learning Accomplishments: Oral and written communication skills, reading skills, research/analytical skills, how to look for statistically significant findings (how to USE statistics rather than being USED BY statistics), all were learning accomplishments for the service learning project participants.
    In preparation for their two projects, supporting the city ordinance regulating availability to and use of tobacco by minors and presentations to elementary students on the dangers of second hand smoke, the eighth grade participants practiced public speaking with the regional director of ASSIST. They learned the essentials of creating a presentation and learned methods for researching a topic for presentation. Needless to say, they learned a tremendous amount of information about the issues around tobacco use.
    In their presentations, the eighth grade R.A.P. included their own graphics with some borrowed from the health department (of course, there was the ever popular and totally gross "preserved lung"). They finished off with a quiz game, complete with prizes (one of the dads contributed candy). They did a lot of research and put the program together completely on their own. The eighth grade students involved in the project reasoned that if very young children were made aware of the facts about second hand smoke, they would likely insist that family

who used tobacco would hear that information quite effectively. They also viewed this as another way of getting kids to think before trying any other substances.

- Expanding the Program: The third goal was to expand the service projects school wide with scheduling that corresponds with school trimesters and to expand the program to include two additional schools by years end.
  - Service Accomplishments: Service learning was definitely expanded throughout the school. Though there were Project R.A.P. groups, the classrooms were the real nerve center of the projects. In the past, the average Heritage Middle School student was not knowledgeable about service learning. This year was very different. Never could it have been said in previous years that practically every sixth grade or seventh grade student was involved in service learning projects. That was true this year.
    Students at Columbine and Spangler Elementary schools were involved in service learning this year. Elementary students did projects such as creating posters for the eighth grade students to include in their presentations. They were also involved in adopt-a-park and community garden activities. The elementary students were more on the receiving end than on the service end. But this was a start. It's taken a long time to have the kind of involvement seen at Heritage Middle School this year.
  - Learning Accomplishments: This year, as never before, service learning was integrated into the classroom curriculum with writing assignments, small group work and, actually, a good bit within the language arts curriculum. Math, science, and health classes were especially integrated with service learning for the tobacco education preparation.

- Professional Development and Technical Assistance: The fourth goal was to provide professional development in service learning for teachers and technical assistance to classroom teachers on how to build service learning into their lesson plans and curriculum. The AFY Project R.A.P. Coordinator was very persistent in trying to set this up in coordination with people in the Graduate Research, Evaluation, and Action Team office. And the staff of the Team were very flexible and cooperative. It was difficult working with school administrations. Dates were set up, but the administration consistently canceled due to conflicts in scheduling. Even so, this was the most successful year yet at expanding the number of participants and integrating with classroom curriculum. This probably reflects the interest level of the students and the faculty members involved and the commitment and the excellent communication skills of the AFY Project R.A.P. Coordinator, Heather Karian, who resigned at the end of February.

ASSESSMENT

To assess the outcome of this year's projects, we monitored academic records and school incident reports. This does not, of course, measure directly what the students have learned from the involvement in service learning; it's more a measure of application of personal skills. Journals and structured reflection are also used. Of course, learning outcomes are very observable in situations such as students going out into the business community to interact with businesses or preparing and making presentations before city council and school groups. Our assessments have revealed seven positive responses. 1) Longmont's ordinance restricting access to tobacco products by minors. 2) 3000 to 4000 students with increased awareness of the issues around tobacco use. 3) 400 middle school students who have signed a commitment not to use tobacco. 4) A community of business people in Longmont who are now working

in collaboration with a group of middle school students to strengthen the community. 5) People in a housing project who were once invisible have now felt the outreach of caring students in the everyday grind of just surviving. 6) Elementary school students who have mastered multiplication and vocabulary skills and have experienced the feeling of being one of the kids that got the work turned in. 7) Students entering the ninth grade who have practiced study skills and gained an appreciation of diversity through tutoring preparation.

CHALLENGES

This year's major challenges included getting school administrators and elementary teachers interested in service learning, and getting the sixth grade teachers to open up to collaboration outside the classroom. We overcame this challenge by finding ways to work around the teachers. That technique has worked extremely well at Heritage Middle School because as teachers have seen the results of past projects, they decide that they like what they see and want to buy in. But initially, since teachers are overloaded, one more thing looks like just one more thing.

Much more education is needed for elementary school teachers around the meaning of and applications for service learning. Elementary school teachers are, as a group, far more geared to structure and to the basics than are secondary teachers; and that is really the role we need them to play. If elementary teachers can be shown some sound structured ways of bringing service learning into basic curriculum, if they can be assured that basic skills will definitely be enhanced, they will probably be a very supportive group. But it is important to remember that the elementary teachers bear a heavy responsibility for the results of testing in basic skills. Elementary teachers are more "guardian" in nature, as a rule, than are secondary teachers. This is a crucial concept to keep in mind in getting elementary schools involved in service learning.

REFLECTION

Regarding the commitment of staff, rapport with schools, students, the volunteer community and basic mechanisms already in place, the Project R.A.P. service learning program has an excellent foundation in place for continued operation. However, funds are needed to continue the program. Without continued funding, specifically for service learning programs, the agency budget will simply not stretch far enough to pay for the coordinator and other components of service learning. The service learning concept is, of course, completely integrated into AFY strategies; this is something that will always be true, regardless.

One of the greatest enhancements for Alternatives For Youth service learning would be funding to employ a service learning coordinator on a full time basis. The coordinators in the past have all given many hours above those for which they were paid, but it really is not fair to go on expecting that. The Project R.A.P. or service learning coordinator is always on the run simply keeping the program going. Full time employment would open up tremendous potential for the strategic planning necessary for growth and development within AFY's service learning component.

Seeing service to the community as integral to classroom activity, students are getting a broader picture than, "This is what I do at school" or "This is what I do here or there." Life for the whole person is integrated. During follow up conversations with students it was obvious that they were beginning to integrate a responsibility to the world community and to the school.

Centura Adult Day Program

"Partnership with Fresh Start Alternative School"
Centura Adult Day Program
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Thornton, CO 80229
(303) 327-1199 x202
Fax: (303) 327-1197
Contact: Kelly Hilty

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,000	100	100	250	250

PROGRAM DESCRIPTION

Centura Adult Day Program (C.A.D.P.) partnered with Fresh Start Alternative School. C.A.D.P. serves disabled adults and seniors in the community. Fresh Start Alternative School educates inner city youth, who are considered to be "at risk." The project was two semesters long and was classroom specific. The students of Fresh Start are required to be involved in service learning to receive credit for their participation. The project was increasing the accessibility and beautifying Overland Pond Educational Park in Denver. The service included human and environmental service. The program was initially to complete improvements in the park and evolved over the course of the year to include developing interpersonal relationships between the C.A.D.P. clients and Fresh Start students.

PROGRAM GOALS

The goals of the project included the following.

1. For the Fresh Start students, to gain exposure to disabled individuals and the senior population.
2. For the Centura clients, to be involved in and to contribute to the efforts in the park.
3. For the surrounding communities, to have access to the park as a leisure pursuit.

All of these goals were met; however, the capacity of the clients involvement was different from what was originally planned. The clients did not complete any of the hands-on, planting activities. They did, however, develop rapport with the students and provide insight into the characteristics of a variety of disabilities and the aging process.

PROJECTS

C.A.D.P. staff began the partnership with Fresh Start by providing education to the students on the aging process, disabilities and their characteristics, and accessibility issues in recreation and leisure areas. The students visited the C.A.D.P. clients in a group environment facilitated by C.A.D.P. staff. They were involved in several types of groups: crafts, cooking, painting, reminiscing, and personal histories. The last activities involved Fresh Start students, Denver Parks and Recreation staff and C.A.D.P. staff.

The planting was completed in two 6 hour days. The students were then rewarded with a pizza party and 4 students were recognized with gift certificates for their exceptional work.

ASSESSMENT

A photo journal was completed to demonstrate changes in the park and the work completed by the Fresh Start students. The Fresh Start teacher administered a pre- and post-test to determine the level of awareness before and after the project. The students were also required as part of their class work to provide reflection on the project in journal form.

CHALLENGES

There were set backs that affected the project. The first was a delay in receiving the funding. This problem was overcome by increasing the students' visits to the day program, which turned out to be one of the most rewarding components of the project for all involved. There was not a consistent group of students from Fresh Start due to the nature of the school. This fact did not pose a significant problem except that it was difficult to anticipate the number of students that would be involved in projects. The students were difficult to motivate when the planting was being completed. Despite all of these minor problems, the project was a success.

REFLECTION

The relationship between C.A.D.P. and Fresh Start is sustainable. The project, however, is complete. The original plan, when the application was completed, was to continue to work in the park in future years. Those plans have changed because the Denver Parks and Recreation Department plans to do a significant amount of work in the park as part of the Platte River clean-up project. We do plan to continue to schedule visits with the Fresh Start students and to educate them on disabilities and the aging population. Visits will begin with the start of a new school year in the fall.

Colorado Housing, Inc.

"Communities Program"
Colorado Housing, Inc.
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Fax: (970) 264-3308
Contact: Annette Watson
Coloradohousing@pagosasprings.net

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$7,000	15	12	626	400

PROGRAM DESCRIPTION

Colorado Housing, Inc. (CHI) is a 501 (c) 3 non-profit corporation. We are working to create a partnership project between CHI, local volunteers, families in need of new homes, and the Rural Economic and Community Development (RECD), formerly the Farmers Home Administration which is a part of the U.S. Department of Agriculture (USDA). CHI's goal is to develop affordable self-help homes throughout Colorado. Our service area is the southwest Colorado counties of Archuleta, La Plata and Montezuma.

The Learn and Serve Program mobilized youth from the Pagosa Springs Alternative High School, which is a joint venture of Pagosa Springs High School and the Archuleta County Education Center, to work with Colorado Housing, Inc. The students worked in the construction of self-help homes being built by lower income working families financed by loans from the USDA.

The key group of participants consisted of 15 Alternative High School students including boys and girls with Hispanic, European American and Native American backgrounds.

The students worked with CHI and Habitat for Humanity of Archuleta County in the construction of 12 different self-help homes over the course of a 9 month period.

Archuleta County and the town of Pagosa Springs reflects the co-existence of wealth and poverty well known to the mountain towns of Colorado. Retirees and investors are driving up the price of land and housing so that lower income working families have a hard time finding affordable homeownership. Through the self-help process, families work together to build their homes and create sweat equity.

Over the course of the year the number of active students declined as some graduated or achieved their GED. The remaining students became bonded and improved their job skills. There was a positive improvement of initiative on the part of the students as time went on.

PROGRAM GOALS

The goal of CHI's Communities Program and the Alternative High School's Learn and Serve Program was to provide students with more control over their educational choices and hands-on learning experiences within the framework of the traditional high school. The program also provided the mentorship of both teachers and adults from the

community – some of whom are drop outs or teen mothers themselves. We felt that it would be a rewarding experience for the students to work alongside low income families and that they would greatly benefit from learning through these families how to successfully overcome economic obstacles.

PROJECTS

Projects included many phases of construction for the 12 self-help homes, such as siding, sheet rock installation, general carpentry, painting, staining, and construction layout. Participants also took field trips to Mesa Verde to see Anasazi dwellings and to Alamosa to see a passive solar Habitat home. They also attended a youth related community service seminar at Fort Lewis College.

ASSESSMENT

Student assessments and evaluation have been ongoing, and include onsite individual and group proficiency demonstrations (i.e. building methods), survey completions, and classroom reflections both written and verbal. According to the Alternative High School Program Director, the assessment results indicate a heightened student awareness of the cycle of poverty, building methods, budgeting and personal finance, and the benefits of community action. The students also exhibited measurable growth in social and community interactions.

ACCOMPLISHMENTS

We are enthusiastic to see that the goals in many ways were achieved. The participation in the construction process was voluntary and it was accepted very well. The students had a choice to participate. There was plenty of hands-on learning in construction. Positive mentorship was given by staff and volunteers in the program. The adult/student relationship was very positive. The key issue was doing and learning and having a finished product that could be seen at the end.

The service outcomes included 6 homes which were completed by December, 1997 and 6 more homes which were near completion. The main learning outcome was growth in academic and social skills such as, basic math and geometry, and on the job interaction with peers, supervisors, mentors, volunteers, and homeowners.

CHALLENGES

The major hurdles were student motivation, on the job safety, punctuality, and the development of basic job skills.

REFLECTION

Over the past year we at CHI have formed strong ties with the Pagosa Springs High School and with the Archuleta County Education Center. These alliances can never really be broken. The CHI construction supervisors have found the students to be positive helpers in the self-help process. Habitat for Humanity has provided work site opportunities.

This program — in some way — will continue no matter what. The Colorado Learn and Serve grant money does help to cover expenses and is very much appreciated.

The Conflict Center

"Playground Conflict Managers and Peer Mediators Program"
The Conflict Center
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Fax: (303) 433-6166
Contact: Jane Schmitz

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$6,000	515	25	9,270+	480

PROGRAM DESCRIPTION

The Conflict Center (TCC) is a non-profit, community-based organization. Fifty percent of its work is with persons who live in poverty. The mission of The Conflict Center is to reduce levels of physical, verbal and emotional violence among all people. This is done through a skill-based curriculum, conflict and anger management workshops, and through practicing the ADR skills of facilitation, negotiation and mediation. The Conflict Center has three program areas: Schools, Youth at Risk and Organizations.

The Conflict Center prepares students within schools that have an ongoing conflict and anger management program to be Playground Conflict Managers/Peer Mediators; that is, students who learn steps to help their peers solve their own problems. The Conflict Center's school staff educated and supported student mediators to handle conflicts on the playground at the elementary level and within the school at the secondary level. TCC school staff also prepared teachers and paraprofessionals who supervise the playground to support elementary Playground Conflict Managers in the process of making peace. In secondary schools, usually a counselor is the coordinator with whom The Conflict Center works closely. Regular support is scheduled for each participating school. Follow up meetings are conducted to celebrate, to problem solve with students and to provide further education. Staff from The Conflict Center attend all school assemblies to honor and present incentives to outstanding Playground Conflict Managers. Incentives include pencils, water bottles and T-shirts which are presented by a staff person.

Participants include 3rd through 11th graders. The mediators include a balance of students who were successful in school and students who were having some difficulties. The ethnic representation of the mediators reflects the school population. The communities served vary from deep poverty, low income to middle class. The ethnic community and corresponding bilingual needs also vary.

Students volunteer to be Playground Conflict managers (elementary) or Peer Mediators (secondary). They practice mediation skills with support from The Conflict Center. The Conflict Mediators work in pairs (elementary school students work on the playground during lunch and Peer Mediators work within the school). When a conflict occurs, disputants can choose to use Conflict Managers/Peer Mediators. The Conflict Managers/Peer Mediators help the disputants work through a process so that the conflict disputants can come up with a solution which will solve the problem and build the relationship. The Conflict Center spends the first week supporting the daily work of

the mediators. After student mediators have been on duty for several weeks, there is a follow up meeting with the mediators to discuss what they've learned, to ask questions, to problem solve, to share successes and to further educate. Later on, we check in with the mediators again and do further follow up. Often interspersed among the activities, there are assemblies and skill demonstrations as well as consultations with the teachers/supervisors and time spent supporting students during the mediation process. Then, the process begins again with preparing new student volunteers.

PROGRAM GOALS

Our goals are to decrease incidents of violence and aggression in and around the school by increasing conflict management skills of students; to increase the knowledge of staff, parents, and students in the subjects of conflict and anger management and violence prevention.

PROJECTS

Students evaluated their experiences as Playground Conflict Managers and Peer Mediators throughout the school year. In addition, The Conflict Center began *Peace Connection*, a Conflict Manager/Peer Mediator newsletter. Students were excited to see their name in print and to read what other students had written. In our last issue for this school year, students shared some things they had learned. The following quotes give the flavor of the contributions:

> *"What I have learned in conflict management is always treat all kids with respect. Never blame them for something you don't know they did. If they have a conflict make sure they don't feel bad. The most important thing to do is your job and never ever be on a person's side, always treat them the same. If they have a conflict be sure they solve it."*
>
> Araceli Uribe, 5th grade, Bryant Webster

> *"This year I've learned a lot in conflict management and there's probably millions of things I could list but I'll list the three most important things. First of all, I learned how to deal with problems, even my own. Second, I learned that there are other ways to deal with them besides fighting. Last of all, I learned how to make friends."*
>
> Crystal Gonzales, 5th grade, Bryant Webster

Each school establishes its own peace space in which to solve conflicts, determines its own schedule for its mediators, and designs its own method of recognition for its mediators ranging from pizza parties and ice cream to giving incentives at assemblies. Several schools went from classroom to classroom using role play to demonstrate how mediation works.

ASSESSMENT

We give the Colorado Learn and Serve survey to students. From that survey we are heartened by the number of students who write of personal power to solve problems. A sampling from the surveys includes statements like: I learned "to not make fun of other people," "how to be a team," and "to solve problems with words."

School statistics reflect success as fights and referrals decreased. The Conflict Center uses fights and behavioral referrals as a way to assess the success as well as the needs of the Playground Conflict Managers/Peer Mediators. For example, at Swansea Elementary referrals for fights and other behavioral problems were reduced by 66%

between September and December. A dramatic increase in referrals from the playground was seen between January and February. Once this was recognized, we were able to have consultations with the coordinator, follow up meetings with the student mediators, and support on the playground. As a result, the referrals from the playground dropped 80% in March and that figure was sustained in April. These numbers demonstrate the effectiveness of Playground Conflict Managers as well as the necessity of using evaluation to inform the program.

CHALLENGES

As always, the schools are being asked to do more and more. It seems there are always too many things to teach. If conflict and anger management are not taught continuously, then the students stop practicing those skills. It is harder for mediators to function without classroom support and fights and referrals increase. When teachers teach conflict and anger management regularly all year long the difference is seen in the number of fights and referrals. It makes students more aware of ways to solve problems and it is easier for the mediators help others practice the steps for problem solving.

Another challenge has been communicating with the entire school community so that everyone knows and supports the service which the mediators give to their community. When a student is thanked for volunteering his/her time to help his/her school community, the student feels an enormous sense of satisfaction. When a bully begins to realize that she/he can use her power in a positive way to help younger kids solve their conflicts nonviolently, that realization is powerful stuff which needs to be acknowledged. We need to find more ways to acknowledge growth.

The last challenge involves being sure that students stay in the role of mediator and not disciplinarian. This requires ongoing support from school staff and from The Conflict Center.

REFLECTION

The Conflict Center continues to search for funds to sustain programs such as this one. Service learning is a powerful tool. Once a school begins a program, it often takes it on and runs it the following year. Next year, we hope to encourage more independent programs by continuing to publish *Peace Connection*. This newsletter will provide a network for schools and a bridge to communities. We've gained more participation from student mediators with each issue of the newsletter. It is important that students know that they are not alone; there are groups of students all over the state helping people make peace. To quote from a survey: "I learned that I made a big difference" and "that there are a lot of conflicts that kids can solve and not just adults can solve."

Eagle Lodge, Inc.

"Honoring Our Mother Earth"
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lwtc@dnvr.uswest.net

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,000	29	10	762	120

PROGRAM DESCRIPTION

Eagle Lodge, Inc. is a community based nonprofit agency serving American Indians since 1972. The agency provides: 1) residential alcohol/drug and mental health adult treatment; 2) outpatient alcohol/drug adolescent, family, individual, and group counseling services; and 3) 30 youth and family prevention/intervention services. Our prevention services are family, school, and community-based. Each project incorporates the four directions of physical, mental, emotional, and spiritual health. Through culturally specific teachings and methods, we emphasize a multifaceted approach including information awareness, education, skill building, and alternative activities. We focus on instilling native traditional values and life styles as a means of a contemporary, healthy, and meaningful lifestyle. Everything that is taught emphasizes Indian and tribal pride.

Brown Elementary School, located in northwest Denver, is one of five elementary Indian focus schools within the Denver Public School System. At this school, Eagle Lodge, Inc. piloted the elementary school based H.O.M.E. program from January through mid June. From January until mid April classes were held indoors during the lunch hour. From mid April until the end of the school year the youth met outdoors on the school grounds. Third, fourth, and fifth grade American Indian students were taught and experienced traditional methods of caring for and utilizing the earth. The students continue to meet during the summer once a week to maintain the gardens they installed under the leadership of twelve middle school summer H.O.M.E. participants.

American Indians throughout the United States and Canada are experiencing diabetes and cancer in epidemic proportions. It is an international crisis. There is significant research and evidence that these high rates are due to poor dietary habits and tobacco and/or other substance abuse. The poverty rate for American Indians in Denver is 37.4%, suicide rates are three times higher than national averages, and the DPS graduation rate for American Indian children is the lowest of any racial/ethnic group.

PROGRAM GOALS

The goals of the program are the following.

1. To promote youth awareness, integrity, knowledge, and self-determination concerning their own and the community's immediate and long term health.
2. To promote service learning thorough a program including assessment, research and the development of a final presentation on the needs of the community.
3. To reinforce cultural knowledge, values, and ancestral history related to healthful living.
4. To provide an experiential, multidisciplinary approach to delivering information about cancer and its relationship to diet and habitual tobacco use.
5. To enrich youth in school by developing an awareness of our renewable and sustainable habitats with hands-on experiences through gardening.

PROJECTS

- Natural Products: Yucca root shampoo making and grinding corn were taught along with learning the composition of seeds and plants during weekly classes.

- Native Garden: The youth designed a native garden on the school grounds which they installed from mid April through the end of the school year. They planted trees and shrubs in the playground area and learned how to prepare "traditional native" foods and medicines to stay healthy.

- Performing Arts: Youth maintained journals throughout the program and used the information to do a presentation of what they learned along with a play and dance they put together at the end of the school year. They presented the play to staff, students, and parents.

- Inservice: An all faculty inservice was held and used to instruct teachers on how to link the H.O.M.E. program information to school standards of learning and general classroom instruction.

- Activity Coordinating: Middle school students assisted the coordinator in the weekly program activities which continued through the summer.

- Elders' Dinner: A community wide dinner for Elders was planned for the end of the summer when produce from the garden will be harvested and prepared by the youth. The youth will also present at this time information from their journals about health and wellness.

ASSESSMENT

Assessment of student participation, knowledge gained, attitude and behavioral change, sense of Indian identity, and attachment to the community were all considered.

Teaching through the means of oral traditional and experiential activities was the predominant method used weekly. Students learned socialization skills and behavior management. They were required to use language and math skills while learning science, American Indian history (as part of American History), and socio-political contemporary issues.

Students maintained journals which were utilized as part of their portfolio assessment. Other assessment methods included staff focus groups, student focus groups, school faculty focus groups, classroom observations, group discussions, and student presentations.

CHALLENGES

The program had been proposed to be held after school as part of the Indian Club. However, it was held during lunch and recess time so that participation and transportation would not be a problem for the elementary students. Unfortunately, this change limited the number of middle school mentors. One American Indian middle school student who is being home schooled assisted in the weekly instruction and supervision.

REFLECTION

The program is being continued next year with school building funding and funding from the Colorado Department of Human Services, the Alcohol and Drug Abuse Division, and the Denver County Safe City Program out of the mayor's office.

A major asset of this program is that it is taught by American Indian professionals and volunteers. It is important that our youth see people like themselves in the school setting as teachers and helpers. This may be considered difficult to insure; however, it is very important. The children have excited the adults in the community about H.O.M.E., and they are now learning along with the youth. This consequence is creating a larger pool of knowledgeable native people who can teach topics, techniques, and curriculum.

Front Range Earth Force

"Community Action and Problem Solving"
Front Range Earth Force
2555 W. 34th Ave.
Denver, CO 80211
(303) 433-0016
Fax: (303) 433-3014
Contacts: Lisa Bardwell and Harry Ford

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$6,000	816	40	8,000+	350

PROGRAM DESCRIPTION

Front Range Earth Force is one of four sites around the country pilot testing the Community Action and Problem Solving (C.A.P.S.) program. We work with educators to provide middle school youth opportunities to strengthen their academic and civic skills by addressing real-life, environmental problems in their communities. In its pilot year, the program worked with 13 sites throughout the Denver metro area and Boulder, in classrooms and in out-of-school or after school settings. We had 26 educators and over 800 youth from a broad range of settings, including low income sites in Commerce City, Lafayette, and Denver and suburban/middle class neighborhoods in Boulder, Westminister and Littleton. The projects the youth chose to do ranged widely as well, but all of them related to an environmental concern the youth identified in their community (usually either their school or neighborhood).

We also established a Youth Advisory Board which has been instrumental in giving us feedback on the program and helping us plan and accomplish our Earth Force Summit in May. While the content of the program has not changed, we have learned with each site how to better incorporate C.A.P.S. into their organizational or classroom objectives, how to better support educators as they accept the challenge of truly integrating service into their classrooms, and how to make a fairly academic program fun for youth.

PROGRAM GOALS

Our original goals for the youth included the following.

1. To learn about local environmental issues in their community, as well as the people, processes, and institutions involved in and affected by improving local environmental policy or practice.
2. To develop the social, political, analytical, and problem solving skills necessary to effectively work on long term solutions to local problems.
3. To foster within themselves the attitude and habits of citizen responsibility for sustained maintenance of the environment.
4. To engage in activities which influence local environmental policy or practice for the common good.

While we don't have our evaluations back, we expect the level of accomplishment of these goals will vary from site to site. Because the C.A.P.S. framework touches on each of these areas, we are confident that youth at all of our sites explored at least one environmental concern, had the opportunity to engage in critical thinking and problem solving related to that issue, and participated in at least one activity which addressed a common good (although not all of them influenced policy or practice!).

PROJECTS

Youth engaged in a broad range of projects. Examples include: making a section of Cherry Creek more accessible to people who are handicapped and educating bikers and runners using the paths about the plant and wildlife there; looking into drinking water quality in the Cole neighborhood; helping preschool and elementary students learn about composting and gardening by building worm boxes and starting seedlings; educating a housing project about the value of a nearby wetlands; getting a street closed to expand open space around the school; addressing drainage and chronic litter problems in a nearby park; establishing or reviving a school or neighborhood recycling program; and designing and building an outdoor classroom.

The youths' accomplishments have been many. As indicated by the projects above, they were present in their communities coming up with positive approaches to issues they saw in their community and acting on them. Many of them received a serious hearing from local officials / administrators and media coverage for their efforts. Youth have reported that they felt like the project gave them a chance to work in their community, learn about the environment, and find out that they can make a difference. We have also had informal reports from educators that this process has helped them engage students often alienated from school and other students. In one site, two students, who were given different schedules so they would not cross each other's path during the school day (and fight), are working together on their Earth Force project.

ASSESSMENT

Brandeis University is formally evaluating the program for both service and learning outcomes which include youths' ideas and understanding about the environment and their role in their community, their environmental behaviors, sense of civic responsibility, and participation in other environmental projects.

The educators have used a variety of methods, including exams, journals, and reflection. The C.A.P.S. materials require that the youth reflect throughout their project, which educators can use to assess their learning. The youth can write a grant to help fund the project. We used this as an opportunity for us, as Earth Force Staff, to assess informally what the youth were learning. Finally, at our year end summit, each of the sites was asked to bring a display of their project AND to plan an interactive activity to share with the other youth. While informal, the displays gave us insight into the level of sophistication and learning by the youth.

Another very important assessment for us has to do with how the youth feel about doing Earth Force. Students from one site sent us their final reflection sheets. Most of their comments were very positive: "I would not like to do Earth Force again, because I think other people need a chance so they can experience what I did in seventh grade"; " I would love to do Earth Force again, got change things in my school that were in need of change"; "We just didn't help our environment, we learned about it"; "It gave us the chance to work together and see what we could accomplish"; "If I could do Earth Force again, I definitely would. It was the best experience I had. I liked everything we did. It was something to look forward to and enjoy everyday."

A few did not feel quite so enthusiastic: "I had lots of fun, but I don't want to do it again because it took way too long and I was separated from my friends"; "One way I would improve it by is figuring out a way so kids don't sit around so long to finally get started"; "No, it was a waste of time, but we did get to help and make the school look nice, but I think people will just destroy it again."

CHALLENGES

We had two levels of challenges: the program and the project level.

Programmatically, we found it difficult to get educators to use the educator materials and participate in educator support meetings. The materials seem to be overwhelming unless we can get them into using them; then they find how helpful they are. In addition, getting teachers to attend teacher meetings is an ongoing challenge. Those who attend tend to come back and feel they are very useful. We also needed to have teachers use outside help more. The projects tend to become add-ons when the teacher is tired and short handed. With more resources, the teachers tend to incorporate the program into the academic classroom better. Yet, short of breathing down their throats, we rarely get unsolicited requests for assistance.

Across sites, the biggest project level challenges educators faced were figuring out how to get started, finding enough planning time to truly incorporate Earth Force, not starting early enough in the school year to do the segments as thoroughly as they'd have liked, and incorporating the civic/policy piece into the projects. One of the basic, and most challenging tenets of the C.A.P.S. program is that the youths' projects strive for long term change. Accomplishing that involves understanding the policies and practical implications of whatever issue the youth choose to address and working with institutions or people who can help ensure the sustainability of their efforts.

To address these challenges, we will be revising our professional development sequence, seeking additional support for planning time for educators, and helping educators understand how to weave the policy/practice components into the program. This summer, educators will be working on correlating state standards to Earth Force (we have already correlated national standards) and helping us develop professional development pieces that will help new educators better incorporate Earth Force into their curriculum.

REFLECTION

In hindsight, we have come a long way since last April. We, our educators, and the students, have learned a lot about coordinating the process. We have a list of resources who have proven useful in helping the youth more fully explore their issues. Perhaps most importantly, we have stories from each of the sites that can serve as imagery for new educators. Because this was our pilot year, it was hard to tell educators what to expect – we weren't sure ourselves!

Next year, we have identified an additional 5 sites, as well as several summer programs. We continue to pursue other funding, and have received support locally for programs at specific sites in the Denver area. We have ongoing support from the national program as well.

Green City Data Project of Colorado

"Green City Data Project of Colorado"
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Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$6,000	20	12	184	36

PROGRAM DESCRIPTION

The Green City Data Project of Colorado is a 501(C)(3) environmental education project that provides real-world experiences for middle and high school students as they make multiple site visits to an open space area in their own communities over the school year. The mission of the Green City Data Project of Colorado is to involve students with nature in their communities by providing outdoor learning experiences that foster understanding and stewardship of local ecosystems.

Green City provided the following services. Our executive director and naturalist coordinated outings for the teams of students. The naturalist worked with the teachers from each school (the teacher was in charge of student conduct and the naturalist planned the site exploration activities). Green City also provided handbooks, field guides, binoculars, cameras and film, measuring devices, and other field supplies

During this school year, seven teams of students from Denver metropolitan area schools have participated on Green City teams. Two of those teams were partially funded by the Colorado Learn and Serve grant.

These two teams were structured differently. The Kearney Middle School team visited their site during the school day but not as a class. The Kearney Middle School students were 7th grade students. Seven of them formed the core group of students who were selected by their teachers to attend all of the field trips. For each site visit, a differing group of five students was chosen to accompany the core group. First semester, the Englewood High School team included a group of students with IEP's in what was called the Discovery Course. The second semester team included a class of 10 students who were academically "at-risk." A couple of the second semester students attended Englewood High School while they were in a treatment facility in Englewood.

The Kearney Middle School students live in Commerce City, a multi-racial, low income area. Kearney Middle School is in Adams County District 14, which had a 57% graduation rate in 1996. Kearney Middle School has low morale and low academic achievement. Englewood High School had an 80.4% graduation rate in 1996. The district consists of low income, blue collar families, and 80% of the residents are European American.

At Kearney Middle School, our Green City project has been fairly consistent throughout the year. In Englewood, Green City was to originally work with a team of students from Sinclair Middle School. Unfortunately, that teacher misunderstood the time commitment (believing a few fall outings were all that were needed) and declined to participate. We then scrambled to find a teacher to work with and teamed up with an

Englewood High School teacher. At Englewood High School, the project has weakened in the second semester. One main reason for this was the unexpected departure a week into the semester of the teacher who led the team. Another reason was the poor attendance record of the severely "at risk" students who made up the second semester team. Because we would only see one or two students on our visits, and because there were different students with each visit, we made only three class visits and one field trip.

PROGRAM GOALS

The Green City learning goals included providing real-world experiences for students through hands-on activities in their own communities and having the students learn that they could have fun in nature.

Our service goals included enlisting students to collect accurate data to support planning and management of their open space sites. Green City also hoped to provide skills, knowledge, and resources to encourage student stewardship of natural areas and to promote local natural areas as healthy ecosystems. Through Green City project activities, we also hoped to improve students' concepts of themselves and their role in the community.

Green City was able to accomplish our goals of providing real-world experiences and hand-on activities to the students who participated. From your surveys, our post-program questionnaires, and from my conversations with the students, it seems that all of the Kearney team enjoyed being in nature. We had too little contact with the Englewood team, especially second semester, to assess whether or not they had fun in nature.

As for service goals, the Kearney team did establish and begin the weed control study as we had hoped. Neither team has inventories that would help their management agencies, but the Kearney team did a good job of collecting some basic plant and animal information. Six of the seven Kearney students whom I surveyed said they learned the importance of service and/or would tell a friend that kids can do things to help their community. I believe Green City was effective in achieving that goal among students who participated regularly.

PROJECTS

The Englewood first semester team learned some very basic plant and animal identification. Both first and second semester teams learned about the rain shadow of the Rocky Mountains and how it affected the plants and animals at their site. The second semester teacher and one student helped me prepare materials for the Colorado Learn and Serve conference. The same student learned measurement methods and some native and invasive plant species. Members of the team also toured the water treatment plant adjacent to their site.

The Kearney team visited Siegrist Lake six times during the school year. They learned some of the plants and animals at their site, learned how to implement a knapweed control study, established study plots, and began counting and measuring knapweed plants for the study. They photographed their site, kept journals about their experiences and reflections, prepared presentations for our Green City display at the Colorado Learn and Serve Conference, and for the team final presentations at the zoo.

Also, at the Colorado Learn and Serve Conference, 57 students and teachers attended the Green City presentation. They and people who visited our display learned about the Green City Data Project.

ASSESSMENT

Green City has assessed our service outcomes of providing real-world experiences for students through hands-on activities on land in their own communities, of enlisting students to collect accurate data to support planning and management of their sites, and of providing motivation to students to become land stewards in their communities.

We also assessed our learning outcomes of having students learn about plants and animals on their sites, of improving students' concepts of themselves and their role in the community, and of improving students speaking and writing skills.

We assessed student outcomes by many informal methods including a comparison of student pre- and post-program questionnaire responses, their journals, and their oral and written final presentations.

CHALLENGES

The first hurtle that Green City overcame in the fall was to find a replacement teacher for the Sinclair Middle School teacher who misunderstood the time commitment and decided not to participate. The Englewood High School teacher who replaced her was enthusiastic but lacked focus to effectively lead a team. His students were academically "at risk" but enjoyed the visits to the open space site. After I planned with him for his new second semester team, he required back surgery and left the second week of the semester. The replacement teacher was also very enthusiastic but her students were even more "at risk" than the first group. Of 10 students assigned to her class, only one or two were present on Green City days (or during any class period). When our naturalist even had trouble connecting with the teacher by phone, that project ended. We were unable to overcome those hurtles.

REFLECTION

The Green City Data Project will continue at Kearney and eight or nine other schools in the metro area next year. We have preliminary acknowledgment of continued support from the Berger Foundation. Green City is again seeking funding from Norwest Banks, the City and County of Denver, and new sources including foundations and corporations. We also hope to develop a larger volunteer base and more contact with parents and administrators.

The sustainability of the Green City Data Project of Colorado would be enhanced by improving the delivery of our services, by increasing the number of students in our project, by enlarging our funding base, and by building our volunteer participation.

Idalia Vision Foundation, Inc.

"Stewards of the High Plains"
Idalia Vision Foundation, Inc.
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(970) 354-7298
Fax: (970) 354-7416
Contact: Jim Rittenhouse

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,500	110	10	400	340

PROGRAM DESCRIPTION

The Idalia Vision Foundation is a non-profit organization recognized by the IRS as a 501 c 3. We were established six years ago in order to establish a means for our community to help itself. Our first project was the construction of a $1.08 million community/education complex that includes a recreation area, cafeteria, kitchen, preschool, technology development area, a medical clinic, and a meeting facility for the community. Since then we have been involved in various projects that benefit our community and the region of northeastern Colorado. We have been recognized state-wide for our success, including nomination for three years in El Pomar Foundation's Award for Excellence program. This project is a cooperative effort between the Vision Foundation and the Idalia School. The school is a preschool through grade 12 facility that enrolls approximately 200 students.

Our program established Idalia's first organized service learning effort; initially, it involved students in grades 5-12. It has been operated both as a curricular and extracurricular project. There were a variety of services provided, and many areas of the community were served as is mentioned in the summary of specific projects below.

PROGRAM GOALS

The five main goals were the following.

1. To create awareness and appreciation among students of service learning projects.
2. To complete our initial projects.
3. To create an ongoing service learning component of school work that involves several academic subjects and several grade levels.
4. To create projects that involve community members.
5. To increase student awareness and appreciation of the community.

PROJECTS

- Fund Raising for Community Aid: Students organized fund raisers for the benefit of a young farming family. The husband, and father of two, was killed in a car accident this spring; he left his wife and two children to run the farm. Two activities, a regional "Hoop Shoot" contest, and an in-school "Foosball Tournament," raised money to help the family. High school seniors organized,

advertised, and ran a "hoop shoot" (basketball free throw) contest which attracted participants from local schools and was held on a Saturday. Prizes included medals for first, second, and third place winners in each of four categories; entry fees were donated to the family. Junior high students later organized and officiated a foosball tournament within our school. Games were held over the noon break, and entry fees were donated to the family.

Students learned a great deal about planning, advertising, and supervision of the activities. Both events successfully raised funds and provided entertainment for our student contestants and students of neighboring communities. Both activities, visible to the community, raised awareness of student service learning.

- Research for Community Development: Activities were designed to investigate economic development. Last year, the first year of our program, represents the initial stage of several of these projects. This stage involved formation of student groups to begin research, information gathering, surveying of the community to determine areas of interest, and communicating with neighboring communities to determine areas of mutual interest.

  Student groups were formed to research the following areas: development of a local radio station, establishment of a local museum, development of composting, uses of hydroponic technology, potential for construction and maintenance of a town swimming pool, requirements for construction of a new track, renovation of existing town baseball facility, and assisted living program development. We have accumulated files of initial research and summaries as a result of our work last year. Next school year we will concentrate on 1-3 of these projects.

  These projects were successful. We received a great deal of information which students had to digest and summarize. Team members came from grades 8-12. Each area of study was directed by an upper class student (a Junior or Senior) or team of upper classmen. They gathered the work of their team members, evaluated the work, and formed work plans for team members, complete with deadlines for completion. Each team leader was responsible for keeping a work file with an updated work plan. In some cases, team leaders worked with community members who have expressed interest in particular projects. In such cases, team leaders sent periodic reports to update community members and seek feedback.

  Student service learning was accomplished in many ways. Students learned an appreciation and awareness of their community. Most students involved are concerned that there are few opportunities for employment outside of farming here, so activities were tailored to address that situation. Rural towns face the important issue of economic over specialization; over-reliance on agriculture prohibits many of our young people from returning to live here even though they express strong desire to return. Teaching students that they can create work here, using technology and telecommunications, is a great service to the students and to our community as our kids come home to work in non-agriculture fields. The students also served the community by improving the infrastructure of our community. Next year, focusing on two or three projects to accomplish, we will begin work that will establish an assisted living center, and probably greater uses of technology on a regional level. Both of these developments will be of great service to our community. My confidence of this stems from work students did six years ago to establish the Idalia Vision Foundation, and construct our $1.2 million community /education center.

  Student learning was substantial. Reading government regulations, summarizing composting technologies, conducting phone surveys, and learning about past and present farming practices, kept students actively learning.

- Archiving Community History: Archiving local history occurred as part of three major activities that involved the younger students, primarily grades 5-8. Fifth

graders interviewed our local older generation, then gathered, duplicated, and archived their memories in their photographs. The photo collection was gathered and offered to the community in a gallery exhibit held in our gym. Students learned of our community's history, they wrote about each photo, and they wrote manuscripts that documented the interviews they made with our older residents. We will begin work, based on information gathered this year, to establish a museum for permanent display of the work. This class also researched the history of our town and conducted tours for local residents. The tours recounted the town's past as students told of buildings that were destroyed years ago, and students described local, historically interesting sites.

The eighth grade, and the junior high art class created quilt squares that document the histories of each eighth grader's family, and center squares that describe the meaning of our community. This activity caused students to research their own families, as well as what it means to live in Idalia.

The sixth grade interviewed community members to gather Christmas stories, using recipes, traditions, poetry, and histories that go back to Europe. This project will combine information obtained from a family tree gathering project, and a recipe gathering project, that older students conducted. The final product will be available by next Christmas, and it will be a recipe book format of photos, music, stories, and recipes on a CD ROM.

All of these activities are meant to help students gain knowledge, understanding, and appreciation of this community, of rural living in general, of eastern Colorado, and of the high plains in general. Service learning revolves around the preserving of local histories, collecting photographs for display, and working with our elderly. Academic learning included studies of history, art, literature, and the sciences as they are applied in agriculture.

ASSESSMENT

We used several methods to assess our program, including journals, photo exhibits, presentations to the state conference, quizzes, tests, historical/fictional diary entries, presentations made to our community, work plans, as well as self and peer evaluation. Minutes of several meetings were kept for further development of ideas discussed; notes from phone calls, summaries of textual information received; local surveys (both phone and written surveys) have been assessed. Student planning for fund raisers, advertising, student supervision fund raising activities were assessed.

CHALLENGES

Organization was a problem. Several teachers were involved, so coordination of our work was time consuming and difficult. Monitoring many different projects was difficult but worthwhile. Next year, as we narrow our scope of concentration, we will have fewer projects to monitor. This program is designed to be ongoing, to have a lasting impact on our curriculum, so we will continue to make adjustments.

REFLECTION

Our acceptance in the Annenberg Rural Challenge program will help provide funding for the next two years. However, the key ingredient to sustaining the program is increasing buy-in by our faculty and community members. This process is very time consuming. I expect we will seek funding from Colorado Learn and Serve in coming years in order to finance student work that is not obviously related to strictly academic subjects, or the sports program.

Latin American Research and Service Agency

"Youth and Tobacco Participatory Learning Project"
Latin American Research and Service Agency
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Contacts: Johanna B. Maes and Elena Thomas

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,000	75	15	10,200	40

PROGRAM DESCRIPTION

The Latin American Research and Service Agency (L.A.R.A.S.A.) is a nonprofit 501(c)(3) organization created in 1964 to improve the health, education and self-sufficiency of Colorado's Latino/Latina community. L.A.R.A.S.A. leads and influences change to improve the quality of life for Latinos/Latinas throughout Colorado through community capacity building, advocacy, and awareness raising. L.A.R.A.S.A. has a staff of 14 and an annual budget of $700,000.

Two L.A.R.A.S.A. programs were involved in this project: the Public Policy Center, which raises awareness of policy issues affecting the Latino/Latina community and assists youth and adults to become involved in policy making; and Proyecto Educar, which coordinates programs to increase educational outcomes for Latino/Latina children, increases parental involvement in schools, and increases the cultural competency of the education system.

The program was carried out at Denver's West High School. The school experiences a mobility rate of 87.38%, and 74.6% of West High School's 1700 students are eligible for a free or reduced lunch. The ethnicity of West High students is as follows: 82.3% of the students are Latino/Latina, 10.4% of the students are European American, 3.3% of the students are Asian American, 2.9% of the students are African American, and 1.1% of the students are American Indian. The West/Baker neighborhood, where many students attend West High School, is a distressed area. Nearly 40% of its population lives in poverty. Approximately 55% of the neighborhood population is Latino/Latina and the overall unemployment rate is approximately 12%. The West/Baker neighborhood ranks 7th in reported crime incidents out of a total of 72 neighborhoods within the Denver metro area.

The Youth and Tobacco Participatory Learning Project was designed as a partnership between a specific teacher, Alan Chimento, and L.A.R.A.S.A.. Through the project, 3 ninth grade government / social studies classes investigated aspects of tobacco use and advertising within inner city neighborhoods. The students in the class were not specially selected, and represented a mix of learning styles and abilities. They spent two to three class periods per week on this particular project, which was incorporated into the learning objectives and standards for the course. In addition, students volunteered for a number of activities outside of regular school hours. The objective of the program was to help students to understand and change a complex health/social issue which youth encounter on a daily basis. In the process of the project,

students learned about specific issues and gained an understanding of how to create change through direct participation.

The teacher collaborated with L.A.R.A.S.A. staff in structuring the project so that the resources L.A.R.A.S.A. had to offer would supplement what he was able to do in the classroom. His primary responsibilities were: developing lesson plans that integrated project activities into the existing curriculum, motivating and preparing students for participation in various components of the project, and taking care of in school requirements for project activities. L.A.R.A.S.A.'s primary responsibilities included: providing background information, identifying community resources to incorporate in the project, providing technical assistance in the policy aspects of the project, and managing the budget and reporting requirements of the grant.

The objective of the project was to provide the students with an opportunity for service that goes beyond a one-time charitable act. The students' service included conducting research on a problem that they felt affected their community, identifying a potential solution, and working to put that solution in place. In this case, the identified problem was teen smoking rates and tobacco advertising that targets youth. The chosen solution was the implementation of a Denver ordinance that would:

- Eliminate tobacco billboards and store-front advertising within 1,000 feet of schools, parks and playgrounds throughout the city of Denver;
- Make all tobacco sales clerk-assisted (eliminating the self-service displays on counters and placement of tobacco products by candy and snack foods); and
- Eliminate tobacco advertising in stores placed below three feet.

PROGRAM GOALS

The service goals for the students were quite broad in order to allow for maximum student input. The service goals were as follows.

1. To conduct primary research regarding tobacco advertising and use in their communities.
2. To educate the broader community about tobacco use among youth and tobacco advertising that targets youth.
3. To impact some aspect of public policy related to the identified problems.

These goals were met above and beyond what was originally anticipated. They could have been satisfied easily by providing testimony on a state level tobacco bill sponsored by another group, but the students decided to pursue an ordinance that directly addressed the issues they identified in their neighborhoods. As one long time anti-tobacco advocate related to a L.A.R.A.S.A. staff member: "These students have accomplished in one school year something that we have not been able to do with years of effort."

The learning goals were also successfully met. They included using project activities as follows.

1. To support ninth grade content standards (for example, learning about primary and secondary data sources).
2. To reinforce basic literacy skills (through reading research about the issue and developing speeches/presentations).
3. To develop critical thinking and analysis of social problems.
4. To understand political systems (learning which level of government is responsible for what, how a bill is passed, and how the systems are impacted).
5. To understand social problems (for example, analyzing tobacco to determine how particular groups are targeted).
6. To teach primary research skills (for example, surveying tobacco promotion and smokers).

These goals were successfully met. But for L.A.R.A.S.A. and the teacher, there were other goals that were just as important. These included: increasing student experiences of success in the classroom (especially for those students that do not do well in traditional learning environments or are "at risk" for dropping out of school); actively engaging students in the learning process; and building a sense among students that government systems represent them, and that they have both the ability and the responsibility to hold those systems accountable. The teacher noted an increase in attendance and participation among his students as the project has progressed. In addition, students that were doing poorly in other more traditional classes valued the project because it allowed them to use different skills than those demanded in other classes, and to experience success. We believe that the success of the Denver ordinance, and the skills that the students gained along the way, demonstrate that we have met these goals.

PROJECTS

In general, the students' service learning consisted of getting community support for their project; meeting with City Council members, industry representatives and other city government officials to develop the proposed ordinance; obtaining media coverage of their effort and responding to reporters' questions; and presenting their proposed ordinance to City Council.

The youth in the project have participated in a large number of activities. Because of the large number of students involved, different students participated in each activity. Analysis of research and planning of activities was carried out by the group as a whole. In the course of the project the students completed the following activities, in chronological order.

- Surveyed smokers to determine when they started smoking, why they started, and why they continue.
- Surveyed neighborhoods for tobacco advertising, and took pictures to document the advertising.
- Analyzed the results of surveys.
- Participated in compliance checks sponsored by the Denver Department of Environmental Health to monitor the sale of tobacco to minors.
- Investigated local and state ordinances and policies regarding tobacco purchasing and use.
- Developed visual aids to use in presentations including a large cigarette filled with household products that contain the same chemicals as cigarettes, photos of advertising in neighborhoods, a map of Denver with schools and tobacco advertising highlighted, and factual posters regarding the affects of tobacco use.
- Held a press conference to make the media and Denver residents aware of initial findings.
- Presented testimony about clerk assisted sales to the Colorado House Environment, Welfare and Institutions committee in support of a bill sponsored by Representative Ken Gordon.
- Traveled to Washington, DC and presented research findings to the U.S. House of Representatives Commerce Committee to inform national tobacco legislation efforts.
- Met with Councilwoman Deborah Ortega to secure her sponsorship of a Denver youth access to tobacco ordinance.
- Held a "Kick-off Event" to obtain endorsement of the proposed ordinance.
- Obtained endorsements from over 350 individuals including Governor Romer and Bronco owner Pat Bowlen.
- Met with the Department of Environmental Health and billboard and retail industry representatives to discuss the components of the bill.

- Met with individual council members and conducted follow-up calls to secure council member votes for the proposed ordinance.
- Educated 12 other youth on conducting advocacy around tobacco issues.
- Participated in Coalition for Tobacco Free Colorado's first annual legislative reception, which was attended by a number of youth advocacy groups and state legislators.
- Presented at Councilman Dennis Gallagher's community meeting to 30 district constituents.
- Made 60 "dolls" with anti-smoking messages for Colorado "Doll Day" campaign sponsored by the Colorado Children's Campaign and attend rally at the Capitol.
- Presented findings to the Denver City Council Human Services Committee, Mayor Wellington Webb, the Denver Public School Board, the Denver City Council.
- Made over 10 presentations on the hazards of smoking to elementary and middle school classes.
- Called Denver Public Schools Principals and other endorsers of the project to mobilize attendance at the City Council Meeting.
- Attended City Council Meetings on three different occasions.
- Spoke at a rally on youth access to tobacco held by Congresswoman Diana DeGette at Mile High Stadium.
- Attended a signing ceremony / press conference held by Mayor Webb for the Denver tobacco ordinance.

ACCOMPLISHMENTS

The project has much broader appeal and success than was initially anticipated. The students have received numerous requests to present their findings, including an invitation by Congresswoman Diana DeGette to testify on youth access to tobacco before the Commerce Committee of the U.S. House of Representatives. These special requests offered unique opportunities for the students, and also presented a lot of extra logistical work for both the teacher and L.A.R.A.S.A. staff. For example, the invitation from Representative DeGette required that L.A.R.A.S.A. staff implement an emergency fundraising campaign to raise the $2,500 needed to cover travel expenses for the trip. The teacher also needed to invest extra time in clearing the activity with school district personnel, securing parental permission, and helping the students prepare their testimony.

Media coverage of the students' work included multiple articles in the *Denver Post* and *Rocky Mountain News*, *El Semanario*, *La Voz*, *Westward*, the *Colorado Statesman*, and on KOA and KBCO radio, Channel 2 News, Channel 7 News, Channel 4 News, and Good Morning America.

The largest accomplishment was the passage of the Denver ordinance proposed by the students. Parallel to this, students gained widespread community support and recognition, and built awareness of how tobacco advertising targets youth. Students developed research, presentation, and advocacy skills. In addition, a number of students succeeded in encouraging friends and relatives to stop smoking.

Several anti-smoking groups have asked for the students to become involved in their efforts, and a number of communities are seeing the project as a model for youth civic involvement.

ASSESSMENT

Student attendance and participation were assessed by the teacher on a regular basis. In addition, the specific project milestones (such as the press conference, "Kick-Off Event," and city council meeting) provided opportunities for periodic evaluation of student knowledge and skills.

The service outcomes were assessed as to the quality of the students' effort and their success in obtaining their stated goals, specifically their ability to translate their goals into action and work toward the passage of a Denver ordinance. The learning outcomes, such as critical thinking, presentation skills, literacy skills, and attainment of state standards were assessed by the teacher through written and oral work of the students, assessment of the visual aids the students created to use in presentations, and observation of the students in meetings and other project settings. By the end of the project, the students demonstrated increased understanding of policy mechanisms and community resources through their oral and written presentations. A final examination administered by the teacher helped to assess this competency.

CHALLENGES

Because the project was so successful and grew so quickly, it demanded much more of the teacher and L.A.R.A.S.A. staff time than was initially expected. In addition, the nature of the political process often resulted in multiple activities (for example planning for the City Council presentation, making classroom presentations, and strategizing for meetings with industry representatives) going on simultaneously. This made it more difficult to take a step back and help the students better understand the process. As new opportunities presented themselves, it was necessary to re-organize the activities. On the other hand, the variety of opportunities made it possible for a number of students to be involved, use their existing skills and develop new ones. As the project became more time intensive other volunteers and community organizations that could partner with the students or lend some support to their efforts were asked to do so.

Another challenge came in securing support for the teacher within the school district. Because the teacher utilized a non-traditional approach and because the project moved so quickly it was difficult to obtain support from the school administration and often very time consuming to comply with all the district requirements for out of school activities.

REFLECTION

The service learning project at West High School has had very positive results for the students involved and the school as a whole. It has demonstrated a successful model and enjoyed broad community recognition. It was relatively easy to gain in-kind and, to some extent, financial support for specific activities within the project because the issue of youth tobacco use is a main area of focus for many organizations. The Colorado Learn and Serve funding, however, allowed for the community partnership with L.A.R.A.S.A. which in turn leveraged other community resources (mostly in-kind). Multi-year funding and funding that allows for compensation of the extra time and energy invested by the teacher (estimated at roughly 14 hours per week outside of regular school hours) will be important in the long run to maintain the effort.

This particular project is in a position to expand. A sophomore service learning class has been approved, and this year's students will be able to guide next year's freshman through that class. L.A.R.A.S.A. is securing funding to add a parental component to the class, in order to maximize the long term impact of the class on students and because parental support is important for any project that involves extracurricular activities. This year L.A.R.A.S.A. had funds available to cover a great deal of staff time which was not covered by our grant. While we are hopeful about securing additional funds to supplement service learning dollars next year, we will need service learning funding to leverage the full amount needed to adequately staff the project.

Mile High Council on Alcoholism and Drug Abuse

"Necessary Education for Every Day Skills Program"
The Mile High Council on Alcoholism and Drug Abuse
1444 Wazee St., Suite 125
Denver, CO 80202
(303) 825-8113
Fax: (303) 825-8166
Contact: Jeffery Johnson

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$4,000	15	17	100	100

PROGRAM DESCRIPTION

The Mile High Council on Alcoholism and Drug Abuse was founded was in June of 1960. The Council's goal is to provide community service on a non-profit basis in the prevention, intervention, and reduction of alcoholism, alcohol abuse, and other substance abuse. In more recent years, the Council has broadened its focus to include other addictive disorders and drug abuse. The agency strives to promote innovative, collaborative programs for the reduction of drug and alcohol abuse. The mission is achieved by the Council's focus on education, information, advocacy and the elimination of the stigma of the disease of addiction.

The Mile High Council proposes to serve four Denver communities, Whitter, Highlands, Baker, and City Park which all have schools in their communities. They are Manual, North, East, and West which all have demonstrated high school drop out rates, arrest, and incidences of violent crime. The target population for the Necessary Education for Every Day Skills Program (N.E.E.D.S.) consisted of Denver youth ages 11 to 18 with a defined risk factor. The program serve both male, female and a range of racial, ethnic backgrounds and multicultural mixes of participants to bridge the cultural differences that separate the groups.

PROGRAM GOALS

The N.E.E.D.S. Program has one main goal: to demonstrate significant improvement in grade point averages, self-esteem, enhancement and unity within the community, and a decrease in the use of alcohol, drugs, and tobacco. Program data tracks the demographic and risk characteristics of youth program participants and methods for their identification and entry into the program.

PROJECTS

The Necessary Education for Every Day Skills (N.E.E.D.S.) Program was designed to help youth develop life skills which prepare them for major life tasks and provide positive alternatives towards involvement with education, alcohol, tobacco, other drugs, and violence. The program outcomes were: 1) To improve life skills; 2) To improve self-esteem; 3) To increase association with non substance-abusing peers; 4) To delay or reduce involvement with substances; 5) To delay or reduce involvement with substance abuse; and 6) To provide a safe youth centered environment. The proposed

development model is a three tiered youth program. Tier one consists of an evolving set of activities available to all interested "at-risk" youth that reinforce strengths and skills. Tier two is a set of core program activities to provide education in substance abuse prevention, conflict resolution, health care and adult mentoring. Tier three is an advanced program for youth-to-youth mentoring and community outreach.

ASSESSMENT

The types of service and learning outcomes that were assessed were providing education in substance abuse prevention, conflict resolution, and youth-to-youth mentoring. In addition to the participation survey, the N.E.E.D.S. Program used pre- and post-tests that were given to the youth in the N.E.E.D.S. Program assessing information such as social skills deficits, behavioral problems, and environmental factors that could be causing stress in the youth's life. We found from the pre- and post-tests that the youth changed their behavior. Another method used to measure success was the qualitative and involved informal interviews with teachers and parents.

ACCOMPLISHMENTS

The accomplishments that the N.E.E.D.S. Program has achieved were the reductions of alcohol, tobacco, and other drug use. The N.E.E.D.S. Program provided a safe youth center environment for the youth, and gave the youth mentoring support and community outreach.

CHALLENGES

There was just one major hurdle and one small challenge that we faced with the Learn and Serve grant and the N.E.E.D.S. Program. The hurdle was receiving the funding so late; the N.E.E.D.S. Program only got to do half of the program, so the we had to reduce the original number of youth who participated. The challenge was keeping the youth motivated and on track. It seemed to be very difficult to motivate the youth. The way we overcame the major hurdle was that we started the program later and we didn't work with as many youth as originally forecasted.

REFLECTION

The service learning program assisted the Mile High Council partnership with Manual High School for the 1998-99 school year. The funding limited the number of hours spent at Manual High School and the number of students that were helped. Additional and timely funding would enhance sustainability of the N.E.E.D.S. Program in the schools and communities.

Rainbow Bridge

"Rainbow Bridge Youth and Elders Program"
Rainbow Bridge
P. O. Box 12675
Denver, CO 80212
(303) 892-8483
Fax: (303) 295-1566
Contact: Linda Holloway

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,000	783	65	8,274	680

PROGRAM DESCRIPTION

Rainbow Bridge is committed to enhancing the quality of life of nursing home elders and to bringing generations together in mutually rewarding relationships. This is accomplished through involving the communities in volunteer programs that include youth, families, individuals and organizations, which value caring, sharing and honoring the human spirit.

Our Youth and Elder Program facilitates structured, regular, ongoing visitations between schools and other youth groups and nursing home residents, engaging the youth and the elders in meaningful activities and providing opportunities for relationship building. Each group of students attends an orientation meeting and receives preparation and materials. The teachers and group leaders also receive preparation and materials. Reflection is a crucial part of this program. Each youth is given a Rainbow Bridge Reflection Journal, in which to write his/her feelings, thoughts and experiences during each nursing home visit. Participating schools infuse this community service into their academic curriculum, thus working with Rainbow Bridge to provide a service learning opportunity for the students.

During the 1997-98 school year, and the following summer, we engaged youth from schools, including preschool centers to high schools, and youth from organizations, such as Girl Scouts, Boys and Girls Clubs, and Summer Fun Day Camp. The schools and youth groups are located throughout the Metro Denver area.

There are 93 nursing homes with more than 8,600 residents in the Metro Denver/Boulder area. Sixty percent of these elders have virtually no visitation. They have traded their homes, their possessions and their identities for room numbers. Elder residents of nursing homes too often experience dehumanization, loneliness and hopelessness. Rainbow Bridge addresses this issue by raising community awareness and by initiating volunteer programs, in which communities can become involved in the care and quality of life for our elders who live in nursing homes. Within our various programs there are over 1,000 residents in over 30 nursing homes currently being served. The elders involved in the intergenerational programs feel that they are making are making a positive contribution in the lives of the youth

Our youth today can be misdirected by a multitude of forces acting upon their lives. Too many are drawn into gangs to provide a sense of belonging, which they lack in their real life experience. Every 8 seconds a child drops out of school; every 26 seconds a teenager runs away; every 67 seconds a teenage girl gives birth to a baby. These societal problems are byproducts of the misdirection of many of our youth. The

intergenerational programs of Rainbow Bridge reach out to the youth of our communities with positive options – options that will give them heightened self-esteem, a sense of belonging that may be missing from their lives, the joy of positively impacting the lives of others – alternatives to replace drugs and violence in their day to day life. They receive the acknowledgment that they are valuable and needed.

During this school year, we have involved more middle schools than in the past. At this age, the youth are searching for their identities and the meaning to their lives; the elders are in need of regaining their identities and the meaning of their lives. In working with the two ages and seeing them as groups of individuals, with individual needs and abilities, Rainbow Bridge has spent considerable time on integrating Gardner's theory of Multiple Intelligences into our Youth and Elders Program.

Rainbow Bridge also recognizes that the population labeled "youth at risk" has grown. We have been working this year with Savio House, where youth labeled "at risk" live and attend school. Our intergenerational program has proved invaluable to these young people. One 17-year old boy, who has served jail sentences, said that he likes going to the nursing home, because "those people really care about me, and I never felt like anybody did before." He has discovered that power doesn't mean "tough."

Quoting Dr. Howard Gardner of the Harvard Graduate School of Education and creator of Multiple Intelligences, "Students should not be judged by what they cannot do, but what they can do, and education should focus on bringing out the individual's potential."

PROGRAM GOALS

The goals for 1997-98 school year included the following.

1. To provide orientations for each school class and youth group, so that the youth could begin their nursing home visits.
2. To begin research and compiling the middle school program.
3. To create an individual assessment tool that was used for each middle school student.
4. To involve high school students in visitations and videotaping living histories.
5. To use the nursing home visitation to help achieve Colorado State Standards for Reading, Writing and History.

PROJECTS

- Living Histories: A project that was a success with all youth groups and elders was "Living Histories." It proved that when the youth have an emotional investment in the content, they have a stronger desire to do a good job on the assignment. Youth were assigned partners, or selected elders, with whom they had bonded. The youth were given interview questions to ask the elders, and at the same time, they shared their own answers to the questions. In this way, it became more of a dialogue, rather than question and answer sessions. The youth wrote a biography about their elder partners and about themselves. Along with photos of the youth and elders together, copies of the "histories" were retained by both the young and the old. Reading, spelling, writing, sentence structure, grammar and history – all came alive during this project. The albums were used by the older students, and the video cameras were used by the high school students.

- Other Creative Projects: Creative projects always involved reading and writing. For example, the youth and elders made Valentine Cards for family members or friends of the elders. Again, spelling and writing were very important to convey the message. Some of the students and elders wrote fictional stories.

ASSESSMENT

Reflection journals, class discussion, the Living Histories Project, other written assignments, reports from the teachers, pre- and post-tests regarding the youth's attitude toward the nursing home elders, our evaluation forms to teachers, youth and parents, and those provided by Colorado Learn and Serve were used as methods of assessment.

We assessed service by attending to compassion, empathy and acceptance (youth are asked to always make sure all elders are involved); leadership skills (youth often lead activities or have certain responsibilities related to the visits); and self-esteem, communication skills, and interpersonal skills.

We assessed learning primarily through writing and reading.

ACCOMPLISHMENTS

We have accomplished a great deal over the course of the year. Partnerships were formed between Rainbow Bridge and the following schools: Jefferson Open School, and Hill, Rishell and Laredo Middle Schools. Multiple Intelligence testing was developed to maximize the positive impact on students. The *Living Histories* booklet was also developed and implemented.

The students were busy outside of the rest home maintaining reflection journals, and participating in orientations and the Multiple Intelligences testing. As a result of some of these experiences, students have demonstrated ease in communicating verbally with the elders and other adults. The youth display respect and commitment to the project and to their elder partners. The students have also improved academically. Writing, spelling and reading are enhanced with the Living Histories Project, because the students care about the subject, and they have a desire to do their best. Some of the students have the opportunity to discover that "their best" has been elevated.

CHALLENGES

The major hurdle was a staff transition that occurred at the beginning of the school year.

REFLECTION

Our Foundation and Corporate Donor base continues to grow. Rainbow Bridge is unique in the service we provide. The focus on establishing intergenerational relationships between institutions and the individuals involved is crucial to our society. Living together in a crowded environment requires acceptance and respect of self and others. Rainbow Bridge stresses this to the youth. Rainbow Bridge offers options to the youth that provide fundamental life-ingredients; to feel needed, to feel valuable, to have a sense of belonging.

Statistics and indicate that an increasingly large number of Americans will spend some portion of their lives in long term care situations. There is a need to expose the youth to the vast career opportunities within long term care and geriatric/gerontology areas. There is also the need to expose the youth to the elders in ways that afford opportunities to build relationships. Our value system toward elders, especially those who can no longer care for themselves, has to be changed. Instead of being seen as growing numbers in statistical analysis, our society needs to view the situation as growing numbers of individuals, with worth and value to the very end of life, with life stories that deserve to be respected through the final chapters and pages. The youth that participate in the Rainbow Bridge programs learn so much about themselves and others; as their lives are transformed, the future of our society will be transformed.

Samaritan House

"Healthy Habits Program"
Samaritan House
2301 Lawrence St.
Denver, CO 80205
(303) 294-0241
Fax: (303) 294-9523
Contact: Margie Milenkiewicz, Family Services Supervisor

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$4,000	25	4	74	16

PROGRAM DESCRIPTION

The Healthy Habits program was run as a collaboration between Samaritan House, Gove Middle School, the Partnerships in Prevention Program, and the University of Colorado Health Sciences Center. Samaritan House is a shelter for individuals and families who are homeless in downtown Denver, Colorado. Gove Middle School is one of the public schools in the area. The Partnerships in Prevention Program is a program at Gove Middle School to engage students with multiple risk factors in school activities and mentorships to keep them involved and in school. The University of Colorado Health Sciences Center is a state run university consisting of many health science related graduate programs, i.e. the School of Medicine, School of Nursing, School of Dentistry, and School of Pharmacy.

The structure of the Healthy Habits Program was an extracurricular program that provided teens with the opportunity to learn about health and about making informed choices regarding their own health in a creative and fun environment. They learned by didactic presentations, getting involved in creative health focused projects, and by teaching younger children about various health topics.

The participants in the program were teens that attended 6th and 7th grade classes at Gove Middle School and teens that were residents at the Samaritan House shelter. The teens from Samaritan House attended Morey Middle School. The majority of the teens were African American with a few being Hispanic. They were all from economically disadvantaged and educationally disadvantaged backgrounds. Many of the teens were from single parent homes and some were homeless.

The services provided to the teens were educational presentations by health professionals and students regarding various health issues. We focused on smoking prevention and healthy eating habits. The teens put together their own presentations to show what they learned. The teens provided educational service to younger children at the Samaritan House by tutoring them with health related computer games and software. The teens were also invited to attend a fun field trip to Chattaqua Park in Boulder.

The community in which these services were provided is a low income, inner city area. The majority of the population consists of people with African American and Hispanic ethnicity's. The services provided at the Samaritan house were to homeless youth and families. Some of the teens in the program were homeless themselves and had been living in a large number of places prior to being at the Samaritan House. The teens who attended Gove Middle School were from the neighborhood surrounding the school

which is a low income area with the average income per household being $13,000.

The program has changed in many ways over the course of the year, due to staff health emergencies and inconsistent leadership. The program began with the teens meeting weekly at Samaritan House in small groups and monthly in a large group meeting. As the year progressed, these meetings became less frequent. Also, we began the year with educational guest speakers but we soon learned that the teens responded much better to a hands-on experiential learning environment instead of lectures.

PROGRAM GOALS

The original goal of the Healthy Habits Program was to educate teens labeled as "high risk" by their teachers about healthy lifestyle choices and to provide an opportunity for them to assimilate and share their new knowledge with other younger children. The service component of the project involved the teens visiting a homeless shelter and tutoring younger children about health, using health related computer software. The learning component of the project involved the teens researching and hearing about health related topics such as nutrition, exercise, and substance abuse. These goals were reached in many ways throughout the year of the project. The teens attended several classroom sessions with guest speakers from the University of Colorado School of Nursing, where they learned about the effects of smoking, and health myths in the media, and played a "Health Jeopardy" game. The teens provided community service to the Samaritan House by providing time tutoring younger kids on health related computer software. Many of the teens initially expressed concern and fear about going to the shelter, but by the end of the program, it was one of their favorite activities. They enjoyed helping the younger kids and getting a break from their regular school routine.

PROJECTS

The projects that the teens have completed over the year include, making a "health is..." quilt from batiks that they created, tutoring younger children at the Samaritan House, creating and producing a no smoking video, and researching various health related topics. We are hoping to keep them involved over the summer by having them serve as volunteers at the 7th Annual Back to School Health Fair, a one day event that provides health screenings and immunizations to the 5 metro Denver counties' homeless children.

ASSESSMENT

This program was lacking in formal assessment measures this year. We can only measure the service outcomes by the anecdotal positive remarks that we heard from the families at the Samaritan House shelter about how the teens were helping their children learn about health in a fun, creative way. We also assessed the success by noticing that the teens themselves went from being afraid of going to the shelter to arguing about who's turn it was to go next! They all wanted to go every week. This awakening awareness of the humanity behind "the homeless" will serve these teens well as they develop into caring adults.

We assessed the learning component of the program by having the kids write and produce their own video about the health topic of their choice. They chose to present a video about smoking prevention. They used information that they learned from the program in addition to facts that they researched on their own.

ACCOMPLISHMENTS

The accomplishments of the teens include the completion of the above projects, improved self-esteem and communication skills, improved school skills such as reading, writing, and science, improved computer skills, leadership improvement, learning how to work as a team, substance abuse awareness, and the importance of serving a less fortunate group of people than themselves.

CHALLENGES

This year's program was filled with challenges. We had a staff of five adults working on this project, but no clear leadership among these five. The responsibilities were scattered and meetings were often pulled together at the last minute. We lost our school contact halfway through the year to a severe family health crisis. Once our school contact was gone, we had a very difficult time getting cooperation from the school to get students out of class to participate in the project.

We struggled some with the transportation issue trying to get the teens from their school to the shelter and back again each week. Sometimes we had someone who could drive them, and sometimes they had to take the bus. When they took the bus, we had no way of assuring that they would return to school. We had good cooperation from the teens once they were working on projects with us, but often we had difficulty getting them to leave their favorite classes to participate. The classes that were most appropriate for them to miss, were often the most fun for them.

We also experienced some difficulty with the teachers letting the students out of class. We had quite a bit of trouble at the end of the year, after we lost one staff member and another got tied up with school. The remaining staff did their best to pull the projects together and keep the program going but it was very difficult for them to do so by themselves. When we had organized a final meeting and pizza party for the kids, it got canceled by the school due to an unexpected assembly. We did not have time to reschedule this event so we were very disappointed to miss the opportunity to have closure on the program with the kids. Hopefully in the future we will have a consistent contact at the school who will advocate for the project and keep the staff informed of conflicting events.

REFLECTION

The Healthy Habits Project has many components that can be sustained in the future. The computer software at the Samaritan House is now available to kids and families at the shelter to access and explore. The quilt and the video that the teens made will be available for other programs to use as an example. The smoking prevention video can be used for educational purposes with other students, and is especially effective since it was produced and written by the teens themselves. The Partnerships in Prevention Program at Gove Middle School will continue to be a constant support for the teens who participated in our project. The program's sustainability would be enhanced by a focused and dedicated staff contact at the school to support and organize this program. The University of Colorado School of Nursing also has now established contact with these teens and will continue to meet with them on health issues in the future.

Sheridan Family Resource Center

"Sheridan Family Resource Center Service Learning Program"
Sheridan Family Resource Center
4002 S. Lowell Blvd.
Sheridan, CO 80236
(303) 789-4171
Fax: (303) 789-4255
Contact: Tina Podolak
SFRC@estreet.com

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$6,000	400	88	6,000	2,600

PROGRAM DESCRIPTION

The Sheridan community of 5,500 citizens is considered medically underserved, economically depressed and has the smallest school district in the metropolitan Denver area with 2,326 students enrolled in grades K-12. The per capita income of Sheridan residents is $9,972 while the county income is $15,545 and Colorado's average is $12,172. Thirty percent of all Sheridan families earn less than $15,000 per year. Over 10% of Sheridan students are considered homeless or "at risk" of homelessness. Fifty-two percent of the children under 5 years of age in Sheridan live below the poverty level and 42% of children 5 years of age and older live in poverty. Between 1988 and 1992, 174 births were to mothers with less than 12 years of education, 244 births were to unmarried mothers, and no pre-natal care was received by mother's of 199 of these babies until after the first trimester. Levels of child abuse and neglect are six times higher in Sheridan than in the rest of the State of Colorado. Fifty to sixty percent of the disturbance calls to the Sheridan Police Department are domestic violence issues. Forty to fifty of children entering first grade have experienced family violence. While 60% of the student population in the Sheridan Schools are eligible to receive free or reduced lunch, the Sheridan Schools have a graduation rate of 91.7% and drop-out rates for grades ten through twelve at 4.1%, for nine through twelve at 3.4%, and for grades seven through nine at 6%. The educational attainment statistics for the Sheridan community reflect a different picture: 33% of our residents have no high school diploma.

PROGRAM GOALS

We had ten main goals for this year's program.

1. To provide safe, educational, affordable and fun environments for K-12 Sheridan students.
2. To increase opportunities for youth and adults to acquire needed skills, utilize community resources effectively, extend student learning time, and encourage service learning.
3. To promote programs in both English and Spanish to ensure the inclusion of diverse populations for all Learn and Serve activities.
4. To involve youth who are labeled "at risk" in all programs.

5. To provide after school programs that extend learning beyond the traditional classroom setting to K-12 participants through academic, recreation, culture, art and service learning.
6. To involve students, parents, AmeriCorps* members and teachers in designing, implementing and evaluating activities.
7. To coordinate and provide for K-5 graders valuable time with peers and other adults, as well as providing recreation activities, through Camp AmeriCorps*.
8. To collaborate with Sheridan teachers through the Sheridan Summer Academy.
9. To expand the Camp AmeriCorps* Junior Counselor Leadership and Mentoring Program to provide training and development of leadership, communication and organizational skills.
10. To build on the Sheridan Community Garden collaborative efforts with the Sheridan School and Denver Urban Resources Partnership to provide a center for service learning.

PROJECTS

- Smoking Prevention Classes: AmeriCorps* members Jen Weeks, Annette Otis, Cynthia Folland, Margo Bowling, Vashali Patel and Jen Adams researched, organized and taught smoking prevention classes to all fifth and sixth grade students at Alice Terry Elementary, Fort Logan Elementary and Sheridan Middle School. Classes were conducted during school hours. Existing fifth grade curriculum was expanded for sixth graders and program evaluation was conducted.

- Science Club: AmeriCorps* members Gary Kozlowski, Jesse and Michelle Andrews and Pamilia Nixon coordinated a science "rocket building" club for forth and fifth graders at Fort Logan Elementary. This activity met after school and offered youth, who might otherwise be unsupervised, an activity in a safe environment. Students celebrated the launching of their rockets in front of the whole student body of Fort Logan on field day.

- Art Class: AmeriCorps* members Reyna Maetas, Pamilia Nixon and Aimee Riveria organized an after school art class for Fort Logan Elementary students in third and fourth grades. Students created cards for senior citizens in their neighborhood. The class also provided these youth with a safe environment and supervision. An additional benefit was a link to the senior population in their community.

- Conflict Mediation: AmeriCorps* members Jen Weeks and Renee Boucher conducted a conflict mediation program for fourth and fifth graders at Alice Terry Elementary. Civility issues (respect, responsibility, listening skills, etc.) were introduced and monitored. Specific emphasis was focused on lunch room, hallway and playground student activities. Students were trained in mediation skills during before school hours.

- Girl Scouts: AmeriCorps* members Mercedes Volk, Reyna Maestas and Lisa Mueller supported the formation of a Fort Logan first and second grade Girl Scout Troop. Service projects, parental involvement and field trips taught girls about self-esteem and citizenship.

- After School Enrichment: AmeriCorps* members Annette Otis, Michelle Andrews, Eileen Harrington, Jen Weeks and Margo Bowling initiated an after school science enrichment program for first through fifth graders at Alice Terry Elementary. The school had only one science teacher for only half of the year and students who expressed interest in science were lacking adequate classroom instruction and

experiment time. These students were also identified as not doing well in other academic areas, and so the program drew on the one area in which they were interested.

- After School Tutoring: AmeriCorps* members Monica Villalobos, Sarah Cuff, Jackie Bernstein and Anna Cohen provided after school tutoring at the Sheridan Middle School. Daily help was provided to students with homework. Study skills, computer use and special projects were also emphasized.

- Life Choices Class: AmeriCorps* member Anna Cohen worked with Sheridan Middle School students and Alice Terry Elementary students on positive life choices and affective behavior issues. She provided guidance for small groups, individual intervention and training of other AmeriCorps* members and students.

- Sheridan Middle School Junior Counseling Program: This program incorporated service learning principles in an Earth Force Program. Two weeks of orientation were provided for fifteen Junior Counselors for Camp AmeriCorps*. Identification of community problems, selection of project to address and skill classes were offered through Camp AmeriCorps* by AmeriCorps* members Sarah Cuff, Monica Villalobos and Program Leader Dawn Davis. These counselors participated in specific community garden projects. At the core of this program is a process by which young people will gain real, hands-on experience in participating in the civic life of their communities and improving the environment. This strategy allows students to help plan and participate in service that meets real community needs, integrates that service experience into their core learning and allows reflection and critical thinking on their experience.

- Camp AmeriCorps*: Camp AmeriCorps* campers are required to attend morning summer academy classes. Classes offer remedial academic requirements enabling students to meet district-wide curriculum standards (especially in the areas of math and reading) while other classes offer an opportunity for students to participate in enrichment courses. Both district teachers and AmeriCorps* members facilitated classroom instruction. Camp AmeriCorps* was held for six weeks. Approximately 125 Sheridan youth (first through fifth graders) participated in one or two of the sessions. Sheridan Middle and High School students can participate in "Fabulous Friday's" activities which include hiking, a service project, a visit to IMAX and trail rebuilding at Roxboro State Park.

- Sheridan Community Garden: The garden offers students environmental educational experiences and community members are able to plant and maintain individual garden plots. Working with Denver Urban Gardeners (DUG) has provided collaborative resource assistance. Service learning is incorporated into Earth Day activities and the Earth Force experiential educational opportunities. Community members meet to discuss and share garden design, planting information, plant selection and maintenance needs. Urban habitat classrooms for K-12 participants includes tree and habitat plantings, composting and soil building and provides a gathering space for students and community participants. Youth who are labeled "at risk" are involved in the construction, training and education at the Community Garden.

ASSESSMENT

Beyond the actual number and types of participants and the varied types of program opportunities of our learn and serve activities, we assessed social, personal,

and academic skills through the use of tests, essays, journals, presentations, surveys and newsletters. Youth attitudes and behavior, and the number of referrals to the principal's office, were also monitored.

CHALLENGES

Inherent in the concept of service learning is the integration of service into the educational curriculum and community. Our greatest success with such integration is with our Camp AmeriCorps* and Summer Academy. The Sheridan Family Resource Center continues to advocate for further service learning integration during the school year. We continue to work closely with the school district, school site supervisors, teachers, and the Literacy and Learning Coalition to incorporate AmeriCorps* members and service into their New Zealand Balanced Literacy Model to meet curriculum standards.

Now that the Sheridan AmeriCorps* Program has been in the community for four years, support and recognition of service learning has increased. The amount of requests for teacher's classroom and planning time continues to be in conflict with program development and often the process of providing facilitative leadership is slow. Parental involvement continues to be a focus of our efforts but in a community where parents are trying to "survive" they often have little time for involvement. Making parents feel welcome and offering social supports/social interactions are two ways we attempt to increase their involvement.

REFLECTION

We focus on seeing young people as resources rather than "problems," creating an "ethic" and "value" of service and demonstrating the ability to effect change in one's community. Many of our affective behavioral programs address student growth in the areas of self-esteem, interpersonal / leadership skills, teamwork, confidence and an understanding of others and personal responsibility. Our tutoring and mentoring efforts focus on growth in student literacy skills, the application of content knowledge, and organizational and problem solving skills.

Sheridan students, families and residents are educationally and economically disadvantaged, a large number of youth have been identified as "at risk" and at least 10% of our student population is considered homeless or "at risk" of homelessness. The Sheridan Family Resource Center has made a commitment to service learning programs throughout the community and considers it to be a powerful resource tool in building community support. The Sheridan School District mission "to provide learning experiences that reflect visionary thinking which will prepare students to be productive and contributing members of a changing society" embraces service learning and volunteer management and considers it to be a powerful educational tool for improved student achievement.

SouthWest Improvement Council

"Neighborhood Action Days"
SouthWest Improvement Council
Westwood Community Center
1000 S. Lowell Blvd.
Denver, CO 80219-3339
(303) 934-2181
Fax: (303) 934-0035
Contact: Jan Marie Belle, Executive Director

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$6,000	72	18	700+	50+

PROGRAM DESCRIPTION

Westwood is a multicultural core city neighborhood in southwest Denver characterized by substandard housing, poverty (median household income of $18,361), violence (many youth/young adult gang syndicates), and a large population of youth (4,879 of the total population of 10,945 are under the age of 24). Our youth are endangered by gangs due to boredom and a lack of affordable positive alternative activities.

The SouthWest Improvement Council (S.W.I.C.) is a non-profit community-based organization located in Westwood. One of our Board of Directors is a Westwood resident, and our founder and Executive Director is a southwest Denver native and former Westwood resident.

S.W.I.C. manages the Westwood Community Center under a leasehold agreement with the City and County of Denver. S.W.I.C. exists to revitalize southwest Denver and to teach a positive youth ethic through service and learning. Central to our values is the S.W.I.C. PLEDGE, developed in 1995 through planning with our service learning youth.

The S.W.I.C. Pledge
No lying, stealing, or vandalism.
No alcohol, tobacco, or drugs.
No violence, no weapons, no obscenities, no profanity, no cursing, no disrespect.
Be kind.
Help others.

These are the behaviors we model for our youth and our community. These are the behaviors we expect for participation in S.W.I.C. programs and events. We appreciate our visitors and guests respecting these norms while visiting S.W.I.C. facilities or observing our programs and events.

It is important to understand that S.W.I.C.'s success with service learning is grounded in a vision of neighbor-to-neighbor self-help and respect. Our service learning program is community-wide, serving the central southwest Denver neighborhoods, especially Westwood. Participants in our service learning program are youth from our neighborhoods, most of whom are People of Color. Risk factors include low income, poor school performance, chaotic environment and low levels of academic attainment.

We engage in a variety of hands-on neighborhood revitalization projects, including but not limited to: graffiti busting (painting over gang and tagger vandalism); building access ramps for folks who are disabled; cleaning yards and gardens for elders; picking up trash on the streets and in community public areas; cleaning the Westwood Community Center; making arts and crafts items for shut-ins and seniors; and general cleanup of the Westwood neighborhood.

PROGRAM GOALS

The original goals of the program were to experience, from real-time community service, responsibility for our community, and to learn positive relationships through shared endeavor.

PROJECTS

The focus of the program was daily and Saturday Neighborhood Action Days. Every Saturday, youth and adult volunteers met at the Westwood Community Center to spend three to four hours engaged in service projects in the neighborhood. The projects were documented by photos, sign-in sheets, and reflection activities. Following project completion, we held a pizza party and discussion / debriefing session.

The students also performed service after school during the week, helping in the office, the Westwood Community Center, Sandos Hall Gymnasium, the Denver Public Library, the Westwood Health Station, and the Mile High Child Care Center.

ASSESSMENT

We assessed achievement of these goals by measuring the amount of work completed and the number of volunteer hours expended.

The quality of youth art and language has improved. They are able to explain what they are doing and how what helps the community also helps them grow as a person. Our service reflection vehicles included personal journals, guided writing, public speaking, and art work decorations for the community center.

ACCOMPLISHMENTS

We have improved the appearance of our neighborhood. We have helped our elders with the routine maintenance of yards and our elders are learning to trust our youth for good, rather than automatically suspecting every young person of criminal intent. Our youth have learned to work together in teams, especially as Graffiti-Busters, and have come to respect their community. Graffiti vandalism is down, based on personal observation. Finally, our S.W.I.C. youth have come to understand different techniques for resolving conflict short of emotional or physical violence. They are much more well behaved.

CHALLENGES

We faced two major hurdles this year. First, our grant was reduced. We tried our best to continue, with funding from other sources. Then, we cut back on "extras" like food and recognition awards. Second, we lost our van and truck. We concentrated on projects near to the Westwood Community Center and staff hauled tools and paint in their personal automobiles.

REFLECTION

The S.W.I.C. Pledge unifies our approach to community improvement. This statement of values guides all our activities and clearly sets forth our expectations for staff, youth, and our community. The S.W.I.C. Pledge is prominently posted throughout our facility. Our pledge is direct and to the point; guidelines that everyone can understand and support. We urge other programs to consider this approach.

We have seen the positive impact of service learning with our own eyes. As a result, we have become much more articulate at communicating the value of service learning to the community and to the educational establishment. These changes have strengthened our service learning component, and all of our S.W.I.C. programs.

Warren Village

"Youth Programs at Warren Village"
Warren Village
1323 Gilpin St.
Denver, CO 80218
(303) 321-2345
Fax: (303) 399-3722
Contact: Naomi Taggart

Funding	Number of Participants	Number of Volunteers	Participant Hours	Volunteer Hours
$5,000	233	2	1,553	963

PROGRAM DESCRIPTION

Warren Village is a unique family community created to help motivated low income single parents move from public assistance to self-sufficiency through affordable housing in 93 one, two and three bedroom apartments. Warren Village also provides on-site child care for 199 children ages six weeks to twelve years and family support services to help residents work toward both economic and personal self-sufficiency. Established in 1974, Warren Village has been cited as a national model for its combination of housing with other on-site services. The purpose of Warren Village is to enable single parents to gain the personal, educational and employment skills necessary to support their children.

Comprehensive intake interviews reveal that Warren Village families have histories of school and work failure, substance abuse, divorce and desertion, child abuse and neglect. In addition to extreme economic deprivation, the 93 families who live at Warren Village have moved frequently and have low attachment to their community. Approximately 80% of resident families have experienced domestic violence. Most resident families have few positive role models, poor parenting and family management skills, little ability to resolve family problems, and limited communication and recreation skills. As a result, most of our 140+ resident children are "at risk" of becoming teen parents, school behavior problems, gang members, or delinquents.

Our primary target population is children ages 3 to 15 who are members of low income single parent families living at Warren Village. Some have experienced homelessness and family violence. Others are physically challenged and developmentally delayed. Many are withdrawn while others express themselves through hostile or manipulative behavior. Warren Village children range in age from infants to adolescents; most are younger than 9 years old.

Warren Village provides opportunities for youth from public and private high schools, faith based organizations, civic groups and individuals to participate in productive, needed service in the community. Volunteers work after school, evenings and weekends with children from low income single parent families. Opportunities include childcare, enrichment activities with children, tutoring and mentoring younger children and facilitating community involvement activities with Warren Village children.

At Warren Village, the youth volunteers from the Denver Public Schools and other youth volunteers represent a wide range of socioeconomic and ethnic backgrounds. Many of the youth volunteers have experienced the same risk factors affecting Warren Village children. Others are from middle to upper class backgrounds.

As the academic year has progressed, Warren Village has been able to expand programming for resident children, thereby increasing the range of volunteer opportunities. After school programs at Warren Village have become more frequent and the range of volunteer activities has grown. As an example, with the help of volunteers, the resident children have begun publishing a *Big Kids* newsletter.

Another change has been more of a focus on high school volunteers, who return every month to mentor and tutor the older children at Warren Village.

PROGRAM GOALS

Our youth volunteers, many of whom themselves are considered "at risk," offer the best role model profile possible — someone who is achieving in spite of obstacles. These youth volunteers have truly benefited from the opportunity to contribute to the community. Student volunteers from middle class backgrounds learned about the effects poverty and other risk factors upon children, while participating in a program that allowed them to make a real difference for children.

Youth volunteers were provided training that both enhanced their understanding of social issues impacting their lives and provided them with knowledge and skills to meet the needs of the clients they serve. They came away with a better understanding of the effects of poverty, and a feeling that they can do something to make the world a better place.

PROJECTS

- Youth Mentor Program: In conjunction with J.R.O.T.C. clubs from South and George Washington High Schools, Warren Village developed the youth mentor program for resident children. Mentors serve as tutors, friends, peers and role models for children 5 to 12 years of age. These volunteers offer excellent examples of inner city and minority youth working constructively on behalf of our community. Over 75 resident and alumni children and 53 youth volunteers have participated in the Big Kids Tutoring and Mentoring program. Two older resident children have also volunteered their time to tutor the younger children. These older children are rewarded by the feeling of helping others.

- Community Garden: Five Warren Village children tended the community garden of herbs, flowers and vegetables. They enjoyed healthy outdoor activities, learned that plants do not grow in grocery stores, and worked together to produce vegetables and herbs which are distributed to resident families.

- Children's Choir: The children's choir — which included 39 children — had four performances over the grant year. They performed at Children's Hospital, and Sewell Child Development Center. The children were given a chance to show off their hard work and they felt good about bringing entertainment to others.

- Health Care and Education: In conjunction with students from the University Hospital Medical School and Children's Hospital, child health care and health education were offered on-site to all resident families. This program served 49 children in 135 clinic visits. Forty five student volunteers staffed the clinic. South High School Student Senate contributed $600 in support of the clinic through their Youth in Community Service program.

- Youth Mission Teams: Youth Mission came to Warren Village to do community service. Field trips included the Denver Zoo, the Denver Art Museum, area

recreation areas and reservoirs, as well as other special cultural activities that would otherwise be unavailable to children within our community.

ASSESSMENT

Each individual project has its own service and learning outcomes. For service outcomes, we look at the number of individuals served, as well as the effectiveness of that service. The learning outcomes which we would like to see in the youth include an appreciation for the situation of Warren Village families and of the effects of poverty in general.

Time is allowed at the end of many activities for youth to reflect on their service learning experience with staff and other volunteers. Staff are in contact with the youth on a regular basis and address concerns and questions as they arise, as well as encourage them to reflect on what they are learning.

CHALLENGES

We found that the model Colorado Learn and Serve established is based on school programs. As a community-based organization, it was challenging to step into a paradigm that was created for a different type of organization. A challenge is to create a team approach with the schools in order to fulfill their needs and the needs of the community.

REFLECTION

We have leveraged Colorado Learn and Serve's support, and have received Safe City funding which will assist us in developing a comprehensive evaluation system for our youth programs. This year's AmeriCorps* VISTA Youth Program Coordinator will be replaced for another year.

The service learning program's sustainability would be enhanced by more education in schools about service learning, and partnerships with community agencies. We should encourage teachers to create a dialogue with the community organizations where they place their students.

Appendix A

PROGRAM NARRATIVE GUIDELINES

The *Program Narrative* is an essential component of our evaluation. Each program director has been asked to write a narrative description of their service learning program following the outline provided below. These narratives will be compiled into one document to produce a resource guide for service learning practitioners, policy makers, and other interested parties.

Your narrative should address the following subjects. Please write in paragraph form using the same format below (i.e., bold headers, centered).

General Information

- Program Name, Address, Phone, and Name of Contact Person
- Funding received for 1997-98 grant cycle
- Number of youth involved in program/project
- Number of volunteers involved in program/project
- Hours of service provided by youth
- Hours provided by volunteers

Program Description

- Briefly describe your school or organization
- Structure and scope of program (single class, school-wide, community wide, within a course, extracurricular)
- Description of participants
- Nature of service provided
- Characteristics of the community where service is being provided
- How has the program changed over the course of the year and what has caused these changes?

Program Goals

- What were the original goals of the program? (Please address both service and learning goals)
- How well did you achieve your goals?

Projects

- Summarize the specific projects conducted under the grant (projects conducted within the program)
- List the accomplishments you have made (include both service and learning accomplishments)

Assessment

- What types of service outcomes does your service learning program assess?
- What types of learning outcomes does your service learning program assess?
- Describe the methods that your program uses to assess what youth learn from service learning (journals, portfolios, exhibits, structured reflection, exams).

Challenges

- What were the major hurdles you faced and how did you overcome them?

Reflection

- Please comment on the sustainability of your service learning program. Have you developed any other partnerships that would sustain your service learning program if your funding from Colorado Learn and Serve was not available?
- What factors would enhance your program's sustainability?

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